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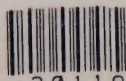
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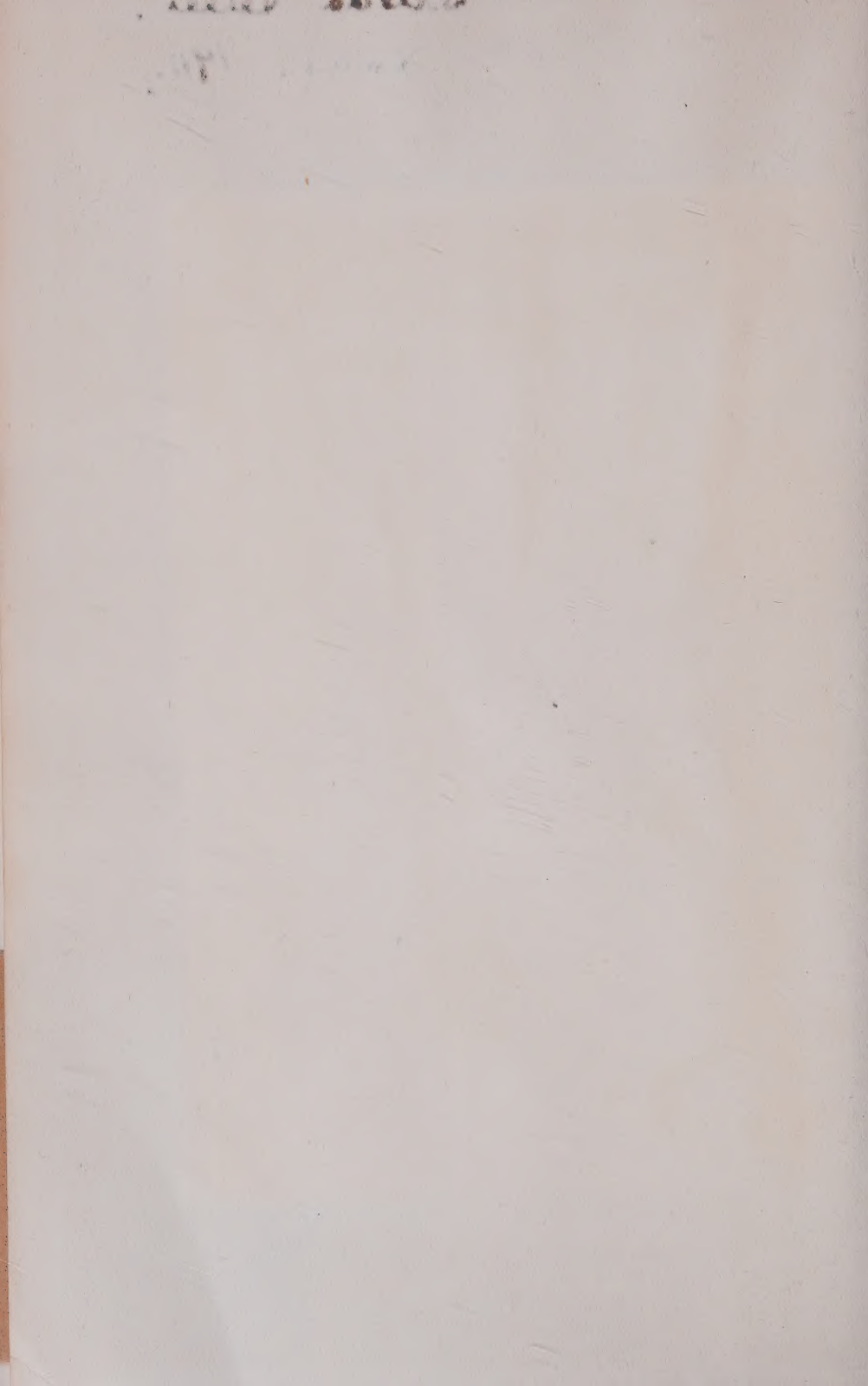
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**THE MANCHESTER
HIGH SCHOOL FOR GIRLS**

The
Story of the Manchester
High School for Girls

1871—1911

BY

SARA A. BURSTALL, M.A.

Head Mistress

Special Lecturer in Education in the University

MANCHESTER
AT THE UNIVERSITY PRESS
1911

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To M. H. S. G.

Hail, Academia, thou that we honour,
Thou that we serve through the days and the years;
 Changeless, though changed,
 O'er each heart hast thou ranged,
 Always the fairest,
 Ever the rarest,
Always beloved in smiles or in tears.

Dark and austere in the grey winter morning,
Radiant and glad in the sunshine of May;
 Now she alarms us,
 But ever she charms us,
 Dearest of places,
 Bright with young faces,
All our heart's fervour is with her for aye.

Dear Academia, dearly we love thee,
Most when the hour comes to bid thee farewell;
 Life must bring sorrow,
 But joy will we borrow,
 Girlhood's young gladness
 Lighten our sadness,
School days remembered will charm by their spell.

**"Let us now praise famous men, and our fathers
that begat us"**

—Founders' Day Lesson

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PREFACE.

THE Manchester High School for Girls has now been nearly forty years in existence, and those who believe in it may think without presumption, that it is time for its annals to be written. Though the ranks of its founders have been, in recent years, sadly thinned, the school still has the good fortune to include among its governors some who took a prominent share in its creation. Moreover, among its mistresses and ex-mistresses are still some who, as girls were in at the beginning, or who as teachers can carry their memory back to the early days of the school's first struggles. Few schools that have had a history worth relating have been so fortunate as to have that history written while first-hand testimony from founders, early scholars and early teachers was still available. Nor is its history of merely local importance. The motives which led to the establishment of the school, and the stages by which it attained its permanent constitution and character are of general interest for the history of the education of girls. Under these circumstances, the governing body of the school felt the greatest satisfaction when it was informed that the head-mistress was willing to undertake so necessary and so difficult a task. If the Chairman of the Governors ventures to write a short preface to Miss Burstall's book, it is not because she

needs to be introduced to the literary public by him or anybody else. My simpler duty is to say, on behalf of the governors, and of all good friends of the school, how cordially we approve and welcome this history. May I also add, as Chairman of the Publications Committee of the Manchester University, how glad I was to add this volume to its Educational Series?

It is a delicate business for the active head of a great school to take in hand the history of the institution over which she presides. When Miss Burstall was called, some thirteen years ago, to discharge her present duties, she came to Manchester as a stranger, and could, therefore, know little at first hand of the early fortunes of the High School. Though she knows what has happened here since 1898 as nobody else can, her position imposes on her a constant reticence. However, Miss Burstall has never been wanting in courage, and the successful accomplishment of this history may well be reckoned among the most fortunate of those deeds of daring which have enabled her, in a comparatively short career as head-mistress, to make so deep a mark on the character and fortunes of the school, and to win a place of her own among the leaders of forward educational movements. When she took charge of the High School thirteen years ago its numbers were declining, and the best educational experts told us that this falling off was likely to be permanent, since it was due to no shortcomings of the school, but to such natural causes as the flight of the population to the remoter suburbs, the setting up of good schools in those suburbs, and in most of the neighbouring great towns, which in early days supplied the Manchester school with so large a contingent of its pupils, and more recently, to the

establishment of new girls' schools in the city itself. Nevertheless, the High School has been of late fuller than it ever was before, and only recently the governors have been compelled to set limits to this growth by a self-denying ordinance to the effect that not more than six hundred pupils should be taken. Numbers, however, are a gross test of success, almost as gross as examination successes.

Miss Burstall has ever been open to new ideas and sympathetic with new movements. This spirit has made the High School a laboratory of educational experiments, which have been fruitful alike in advancing the cause of educational science, and in stimulating and invigorating all, and not least the pupils, who have taken part in them. What have been among the chief educational experiments of the present head-mistressship, the narrative will show much more authoritatively than anything I can say. Special attention may, however, well be drawn to such schemes as the Secretarial and Housewifery departments, which have helped to solve the difficult problem of how to provide successfully for girls who are attaining the superior limits of school age, but do not find their wants fully met by the severely academic subjects, which occupy the traditional curriculum of the higher forms at school. At the same time that the curriculum has thus been widened, the head-mistress has taken pains to broaden and strengthen the teaching of the ordinary subjects which are now represented on the staff by competent specialists, drawn from nearly every British university and college where women-students are received. Each member of this great body of teachers, representing every type of educational tradition, has been allowed by the wise

tolerance of the head-mistress a freedom of action to work out her own methods which has had the happiest results on the quality and freshness of the work done in the school.

Another phase of this spirit of liberty is the fact that the tyranny of examinations has been minimised by careful selection of those examinations which interfere least with the daily routine of school work, and still more by encouraging girls to limit themselves to one examination taken towards the end of their school career. While one fertile source of over-pressure is thus avoided, another effective step towards improving the health of the girls was taken by the recently established system of medical inspection.

The briefest enumeration of Miss Burstall's activities would be incomplete which did not speak of her services to the University, to the City, to her profession, and to educational literature. Coming to Manchester only a few years ago, she soon identified herself with her environment in a way which has put to shame many of those born within its limits. She has served the City faithfully on the Education Committee, and the University by the share which she has taken in the work of its educational department, and by her labours on the Northern Universities Joint Matriculation Board. Chief, however, among her services to the University of Manchester, has been the courage with which she has proclaimed, often in somewhat unsympathetic environments, her deeply felt faith in the mission of the newer universities. I am convinced that she believes in the University of Manchester as profoundly as she believes in the ideals of education which the High School itself has always represented. The educational profession is

a conservative one, and there are many school-masters and school-mistresses who are not ashamed to stand as much aloof as they dare from the movement which, beginning in Manchester, has set up, in nearly every great centre of population in England, a new university of its own. There are more who are content to regard the new university as a refuge for those who cannot go elsewhere. Within these limits they are good enough to send their inferior output to what they regard as inferior institutions, and curiously enough, this policy is found not only in schools for boys, to whom all that is best in the old universities is freely opened, but also in schools for girls, whom these venerable institutions refuse to admit as members, though they allow them to pick up on sufferance the crumbs of learning that fall from their tables. More unfair still is the tendency in some quarters to assess candidates for teacherships, not upon their personal qualifications and characters, but upon their having gone through some particular College or Colleges which are regarded as so good in themselves that their excellence extends itself to the weakest of their alumni. It is Miss Burstall's special merit that she has been able to rise above these unworthy prejudices, and judge a university by the part that it plays in the communication and extension of knowledge and each candidate for a post by what she is and not by where she has been. That Miss Burstall's loyalty to the University of Manchester has not damaged her own school the facts which are set forth in this book will eloquently show.

There is little need to speak of the manner in which Miss Burstall has put together the present book. I can, however, bear witness to the care with which she has ran-

sacked minute-books, reports, and other records of the High School, to the wide research in contemporary newspapers and pamphlets which illustrate its genesis and early days, and to the pains with which she has interrogated living witnesses, and dovetailed their testimony into the portions of the book supplied by her own pen. I can only say that I have found what she has written extremely interesting and very novel, and that I particularly admire the skill with which she has so arranged her material that she has not only written the individual history of one school, but has made that history illustrate a chapter of great importance in the history of English education in the latter half of the nineteenth century.

That the present work was possible at all is due to the loyal co-operation of many colleagues, old pupils, and friends, whose names need not be set down here, though many of them are mentioned in their appropriate places in the following pages. If any of them are omitted—and in pioneer work, bristling with details, accidental omissions are inevitable—they will know that the omission is not intentional, and that their services are warmly remembered. I should also like to say, on the author's behalf, that the appendices which put in tabular form detailed evidence of the varied activity of the school, are admittedly tentative and incomplete, though all pains have been taken to make them accurate as far as they go. The information contained in them could only be collected at all through the help of many willing hands, for which we are very grateful. It is much to be hoped that these statistics will form a basis for the compilation of a more systematic school register, such as exists in some girls' and many boys' schools.

Special attention may be drawn to the record of literary work done, and researches published by present and former teachers and some past pupils of the school. Considering the few encouragements given to educated women to devote themselves to original work, the short period during which such work for women has been made possible, and the inexorable call of the daily task, which still unhappily in most girls' schools continues to make excessive claims on the strength and energy of the woman teacher, the record—incomplete as it is—is one of which any school might well be proud. There is every hope that the list here given will soon be materially enlarged. This is especially the case since it is one of the most striking instances of the present head-mistress's openness to new ideas that she has, from time to time, found it possible to offer half-time or partial posts to ladies who wished to prosecute their own studies while at the same time obtaining the experience which can be gained by serving on the staff of a well equipped school, and perhaps also, of earning enough to provide at least partially for their maintenance while pursuing their studies and investigation at the University. There are patent dangers in the position of the half-timer, intent on steering between the Scylla of neglecting her duty to the school, and the Charybdis of making no progress in her researches. One does not feel surprised that both scholastic and academic conservatism look with suspicion on such experiments. That Miss Burstall has often ventured to reconcile the superficially conflicting ideals of the career of a teacher and that of the serious investigator, and that she has nearly always made this experiment successfully, is another instance of the way in which she puts herself in the forefront as the pioneer of all new movements.

It is one of the many ways in which she has taken advantage of the proximity of the High School and the University to the common advantage of both.

Before leaving the appendices I should also like to call special attention to Miss Willis' summary account of the school games. Excessive athleticism is a real danger in some types of boys' schools, and is not unknown, and is perhaps even more deadly, in certain categories of schools for girls. There is not, however, much fear of the troubles due to excessive cultivation of physical exercises causing much harm in a school for girls located near the heart of a great city. I may, therefore, be permitted to indicate the sympathy which the friends of the school all feel for Miss Willis and those of her colleagues who have joined her in this important branch of school activities. May I also dare to record my opinion that one of the most pressing wants of the school at the present moment is the secure possession of adequate playing fields of its own where the girls of the school can play games in the open air, under more exhilarating conditions than in the playground annexed to the school, and with more sense of security than in hired fields taken from time to time with no guarantee of permanence or possibility of adapting the grounds to their purpose? What was done a few years ago for the Grammar School, ought surely to be possible now for the High School.

In what I have written I have said much about the present head-mistress, and little about anybody else, but I should wish to be most completely associated with all that Miss Burstall has written with regard to the many men and women who have taken their part in bringing the school to its present high condition. In particular,

all who know the history of the school will wish to express their deep appreciation of the work of the two founders of the school who still sit on the governing body, to Miss Gaskell, the honoured inheritor of a distinguished name, and to Sir Edward Donner, whose forty years of service to the High School have recently culminated in what is virtually the re-foundation of the daughter school at Pendleton. Nor must there be unmentioned here the name of one with whom the fortunes of the school were for more than a quarter of a century most intimately associated, and who now, from her well earned retirement at Walmer, continues to watch with undimmed interest the changing tides in the history of the society with which nearly her whole task in life was identified, and to follow the careers of her old pupils and colleagues with the same keen and kindly sympathy that she always manifested when she was working among them here. In the days when Miss Day was head-mistress in Dover Street, I was only a new-comer on the governing body, with little intimate knowledge of its inner proceedings. It was impossible, however, to take the least part in its administration without realising the great gifts of character and intellect which she devoted to its service. As time went on, I was able to learn from the lips of some of her pupils who loved her best how much she had been to them, and with what warm affection they cherished the memory of their pupillage and friendship with her. There is no need to labour this further, for others who have a better right to speak than I have written about Miss Day's work in the body of this book. Yet I cannot forbear saying once more what I know to be the merest truism, that among the many circumstances that have made the Manchester

High School what it is, no single one was more vital than the happy prescience which led the first founders of the school to entrust its headship to Elizabeth Day.

T. F. TOUT.

THE UNIVERSITY,

MANCHESTER,

2nd December, 1911.

The Environment and the Occasion

CHAPTER I.

THE ENVIRONMENT AND THE OCCASION.

1871—1874.

We are all to-day agreed that the school must rise out of the life of the community, must be adapted to its needs, and be governed and influenced by local interest, energy, and confidence. Of this principle no better illustration can be found than the story of the Manchester High School for Girls. Here it contrasts boldly with the two schools in which the modern system of girls' education may be said to have taken its rise, the North London Collegiate School and the Cheltenham Ladies' College, whose origin was quite different. They were the creation of great teachers; to learn how they arose one does not read the story of the school; it is the life of Frances Mary Buss or of Dorothea Beale which gives the history of the institution, and explains its origin, character, and development. This is especially true of that London day school with which its younger sister in Manchester is so naturally and easily compared. Its original founder was Frances Mary Buss; it was her school to begin with, and she made it what it was and is, and its aims and its ways were, for the forty-four years she governed it, the expression of her personality. But the Manchester School was the creation of a body of Manchester citizens, men and women, not one of whom was, to use the language of to-day, "an

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educational expert." But they understood education all the same, viewed it broadly, and with the common sense and practical outlook of the layman; while they were moved by an intense conviction of its value, a conviction rare, alas, among English people, even now. Urged by this motive, they set to work to make a school for girls whose characteristics are described very simply but effectively in the words of the first School Report:—

“What is the peculiar and special merit and claim of this School?” The Committee reply that the special merit and claim lie in the security offered by public Governors of the School, and an independent and frank yearly Report of the School, and in the moderation of the terms on which such high education is offered. They say, further, that such a School for Girls has become manifestly a requirement of the times in all large towns, that women’s interests in education have hitherto not had justice and fair play, and that such a School is a pressing need in this city in particular, and would still only scantily provide for Manchester’s daughters what has been provided without stint for Manchester’s sons.”

In order to understand how the School came to be, it is necessary to study the environment out of which it came. What was there in the Manchester of 1874 that made such a growth possible? What was there in the England of the early 'seventies to cause everywhere such a development in the education of girls at that particular time? To answer these questions fully one would need a whole book, but there are some perfectly definite facts that can be stated. In particular it is easy to explain why so much was done, not only in Manchester, but in England gener-

ally, during those eventful years that saw the rise of the German Empire, and the foundation of a system of elementary education in England under the Act of 1870. The Report of the Schools Inquiry Commission was presented to Parliament in July, 1867, and published in 1868. The Commission, appointed by Her Majesty in 1864, had been at work for three years under the presidency of Lord Taunton.¹ Miss Emily Davies, the founder of Girton, and other ladies, addressed to the Commissioners a memorial asking them to extend their investigations to girls' schools. They did so, and summoned before them certain ladies "best qualified to express opinions on the subject of this Memorial"—among them Miss Davies herself, Miss Buss, Miss Beale, and Miss Wolstenholme, of Manchester. The step thus taken proved to be of far-reaching importance; it is not too much to say that the impulse which led to the foundation of girls' high schools was given by the Schools Inquiry Commission. The Report aroused general interest, and nowhere more than in Manchester. James Bryce, who was then Professor of Law and Jurisprudence at Owens College, was Assistant Commissioner for Lancashire. His Report occupies nearly five hundred pages,² and contains not only the most interesting and valuable information about secondary education in the County Palatine, but much admirable

1. It included Lord Stanley (afterwards 15th Earl of Derby), Lord Lyttelton, Mr. T. D. (afterwards Sir) Thomas Acland, W. G. Forster of Bradford, and Frederick Temple, known to this generation as Archbishop of Canterbury. Mr. Henry John Roby, of Manchester, was the Secretary.

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exposition and application of educational principles. It was he, indeed, who traced out the lines on which reform has since proceeded; in every town, sufficiently large, the establishment of a day school for girls under public management; considerable changes in the course of instruction, with more stress on Arithmetic, the introduction of Mathematics everywhere, and Latin where it was possible to give time enough; and provision for institutions where women could receive the higher education given by the Universities to men. One naturally wonders how far his views influenced the founders of the Manchester High School; on this very important point the writer has been able to obtain first-hand information:—

“In those years he was constantly in Manchester, and meeting the group of men and women who were interested in this question. He says that he often discussed plans and suggestions with the members of the Association for the Higher Education of Women, and was frequently in communication with them in the period preceding the foundation of the School. Of course, in view of the work he had done as Assistant Commissioner, he was greatly interested in the question, and his views were doubtless considered by the founders of the School.”

The first Girls' High Schools, actually so called, were founded in London by the Girls' Public Day School Company, which was established in 1872 by the National Union for the Higher Education of Women, an organization definitely begun by Mrs. William Grey and Miss Mary Gurney at the Social Science Congress held at Leeds, October, 1871. Associations already existing all over the

country were drawn together; H.R.H. Princess Louise became Patroness of the Union; a large capital was raised, and what is now the Kensington High School was opened in January, 1873, and, a few months later, the Notting Hill High School. This Company suggested that Manchester should join their effort, but Manchester had a way of preferring to manage its own affairs for itself. Indeed, before ever the G.P.D.S. Company was founded, the Manchester Association for Promoting the Higher Education of Women had, in its Report for 1871, recommended "the foundation of a public day school for girls to the City of Manchester as a great want of the times," and in March, 1873, they had begun to organize such a school, as will be described in the next chapter. It might be noted also at this time Miss Buss was able to make real developments in her work, founding a second cheaper school in 1871, and securing, a year or two later, an endowment for both her schools through the Endowed Schools Commission; and that Miss Beale had in 1873 obtained a proper building for the Ladies' College, Cheltenham. Thus, within a few years of the publication of the Schools Inquiry Commission Report, its suggestions were already being materialised wherever there were energetic friends of education ready to take up the cause.

Clearly, however, all this progress was but the advance of a wave which had arisen further back in the century. Its onward movement may best be considered in three stages, which were all closely related, and which fill with interest the quarter of a century between 1873 and 1848, when the first women's college was opened under the leadership of F. D. Maurice, then a professor at King's

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College, London; this new institution, called Queen's College, whatever else it did, will always be memorable as having educated Frances Mary Buss, Dorothea Beale and Elizabeth Day; and thus it gave Head Mistresses to what are still, perhaps, three typical English girls' schools.

Bedford College, now part of the University of London, was founded in 1849, the North London Collegiate School in 1850, the Ladies' College, Cheltenham, in 1853, Miss Beale becoming Principal in 1858. All this is the first stage; what may be called the second was the establishment of local examinations by Oxford and Cambridge for young persons not members of the University, in 1857 and 1858, under Sir Thomas Acland, and (as he was then) the Rev. Frederick Temple. The latter said this was the first step towards the improvement of middle class education. In October, 1862, Miss Emily Davies led a movement for the admission of girls to the Cambridge Locals, first informally (when the Seniors failed hopelessly in Arithmetic, a fact Miss Buss never forgot), and later, on the same conditions as boys, when pupils from the more progressive schools gave a very good account of themselves.¹ In 1865, the Cambridge Local Examinations were held in Manchester, and year by year, more and more candidates entered. London University also organized an examination for schools, the germ of the well-known Matriculation, with a separate branch for girls and women.

1. One can remember in the early 'seventies, as a school-girl, how the triumphs and successes of the pioneer girls in these examinations inspired us to follow their example. Some of these, indeed, were teaching by that time (1875) in the schools, notably Mrs. Bryant, the Sophia Willock who was so distinguished in Mathematics in 1867.

The third stage is marked by the rise of University Extension, and the foundation of what afterwards became Newnham College. Girton College was founded independently by Miss Davies at Hitchin in 1869; and by the time the High Schools were founded, there were a few of its students who had completed the course, and who were qualified to teach; one of these ladies, as we shall see, joined the staff of the Manchester High School at its very beginning.

The establishment of local lectures was most successful in the North of England. In 1867 Professor James Stuart received an invitation from an association of ladies, whose secretary was Miss Clough, and the courses he suggested in answer, were given by him at Leeds, Liverpool, Manchester and Sheffield, to women only. This system of lectures was managed in Manchester by its Association for Promoting the Education of Women, out of which, later, the movement for founding the High School came. The North of England Council, established by Miss Clough, led directly to her work in Cambridge itself, a house over which she presided, being opened there for the reception of women who wished to attend the lectures that were given for them in Cambridge.

Thus, in 1873, a foreign visitor in England could have seen four women's colleges, the great schools founded by Miss Buss and Miss Beale, and the first schools of the G.P.D.S. Company. He could also have studied the beginnings of University Extension, and an established system of local examinations, both of boys and of girls, by the three Universities, Oxford, Cambridge, and London.

To answer the question, Why did this movement for the

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higher education of women begin about 1850, and develop as it has done since? is at present not easy. We are perhaps too near to the thing itself, and owe too much to it. We cannot stand apart and study the problem with that detachment which is necessary for a satisfactory solution. Victor Hugo says that the eighteenth century was the century of Man, and that the nineteenth century was to be the century of Woman; undoubtedly the French Revolution, and all that stirring in the human mind for which it stands, was one of the main general influences in bringing about the change in the position of women, that marks the Victorian era. Emancipation is the keyword to most of the reforms of the time; they were not constructive so much as liberatory; in England especially, where the Reform movement begins after 1820, it is clearly a work of deliverance. The slave, the workman who wished to join a Trade Union, the Nonconformist, the merchant and manufacturer, whose industry still bore the bonds of restrictive taxation, the citizen whose rights of representation were limited within a mediæval system that the nation had long since outgrown—all these needed and received emancipation from the restrictions and disabilities of the past. It was a natural result of the removal of disabilities, of the prevalence of ideas of free development, the right to grow and live as a human being, that these rights should be extended to women, during the progress of the great wave of reform, that filled the nineteenth century from the days of Peel and Huskisson, onwards to the great Gladstone ministry of 1868—1874.

Men and women are not separate species, as some of the phrases used on both sides about the woman question

might imply. They are one, since every boy has a mother and every girl a father. Nothing can be achieved for the benefit of either sex which does not immediately affect the well-being of the other. Men had been emancipated from the fetters of the past in all sorts of ways—spiritual, mental, political—between 1750 and 1850. The emancipation of women was bound to follow. It is deeply significant of this relation, that the books which at once expressed and stimulated this movement—the works of John Stuart Mill—should have been written by a philosophic Radical, and published¹ just as reformers were working for girls' schools and colleges.

But there was also an impulse from the Tory side, from that party indeed—the leaders of the Oxford Movement—to whom the very word “liberalism” was anathema. This revival of mediæval and primitive principles and ways, was undoubtedly one of the causes of the renaissance of women's education during the nineteenth century, the more important in that on the whole it affected at first those sections of the nation who hated the philosophic radicalism of Mill, the *laissez faire* liberalism of “Manchester” political thought, or the democratic influence of Nonconformity. But these people would sympathise with and appreciate the mediæval ideas of womanhood represented by administrators like Hilda of Whitby, or scholarly recluses like Juliana of Norwich, and the ladies for whom the *Ancren Riwe* was written. In mediæval times women had, under the shelter of

1. The “Liberty” in 1859; the “Subjection of Women” in 1869, just as Girton was opened. Both were shaped and in part written between 1851 and 1858 under the influence of his wife.

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convent walls, an independent position, opportunities of study, of professional work, and of business management, sometimes even, like Catherine of Siena and Theresa of Spain, of wide-reaching political and religious influence. The Reformation had swept away all this in England, and however much progress in other directions, the 17th century and the early part of the 18th century, may have seen in this country, the position of women as a sex was quite definitely lower than in earlier times. The Evangelical Revival of the late eighteenth century improved matters somewhat. The first woman of the modern world to do public philanthropic work in England was Elizabeth Fry, of the Society of Friends, and even Thackeray's satirical pictures of the influential ladies of the Clapham sect, Mrs. Newcome and the like, show that women of that party possessed power outside their homes. The Oxford Movement, affecting the classes that believed in scholarship and had to some extent an aristocratic tradition of culture, directly tended to improve education, to extend it to girls, and to restore to women, under Church control, opportunities of independent work. The movement to re-establish Anglican Sisterhoods began just before the education movement, in London in 1848, in Oxford 1847, and in Devonport 1849; Lord Lyttelton and Sir T. D. Acland were friendly and active in both. The novels of Miss Yonge, and the growth and development of girls' education, in the South of England especially—and at Oxford itself—may be studied as illustrations and proofs of the views expressed above, in support of which may also be evoked the high authority of Professor M. E. Sadler on matters educational.

Thus, about the middle of the nineteenth century,

leaders and thinkers of all parties in the nation were prepared to promote or to support the higher education of women, some on one principle, some on another, Whigs, Liberals, and Radicals, Old Tories of the school of Pusey, and the new Tories who followed Disraeli. The great mass of the nation, the "silent voters," were of course as yet quite untouched by these ideas. It is doubtful whether even now the majority of English people really believe in education, either for boys or girls. If there were a Referendum throughout England to-morrow, a verdict in favour of education, if given, would probably be due to our fear of commercial and industrial competition from the educated nations, Germany, Switzerland and America—and to the dumb conviction that education is a necessary evil. Anyone who has to work our public elementary system knows the strength of such a feeling—a feeling not confined to the labouring class.

Naturally, therefore, in the England of forty years ago, only a few rare spirits really believed in the education of women. But they believed and worked with all their power, and we women of to-day have entered into the reward of their labours. There were, however, economic forces acting in the nation which made their work successful. In this material world, the greatest prophets need bushels of meal in which their leaven can find nourishment to grow. Mazzini needed his Cavour, his Garibaldi, his Victor Emmanuel, the men of action, before Italy was free and united. So the progress of the women's movement, especially in education, was strengthened by two economic facts—the rise of a well-to-do middle class, and the postponement or the actual impossibility of

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marriage for a large number of the women of that class. This was due, among other causes, to the growth of the Empire, and its demand for men—men of an age to marry—to serve beyond seas, in services that meant often premature death or isolation from the life of a family.

The first of these economic changes was the result of the Industrial Revolution, which enormously increased the numbers and the wealth of the middle class in England, especially of course in the North and the Midlands. This cause is fundamental in Manchester. Obviously there could have been no High School for Girls unless there had been some degree of comfort, some surplus of wealth after satisfying bodily needs, some spare time for culture and the things of the mind, among the families who sent their daughters to the School, and the people who gave their money and their time to found it. Indeed, as America shows, an industrial civilisation depends chiefly on the education of its women to maintain the standard of culture: the men are too busy. But it is the business success of those men which makes the higher education of their women folk possible, as well as necessary. Our healthy, well-read, thoughtful, accomplished girls are the fine flower of a growth whose roots are nourished by coal, cotton, and chemicals, and watered from the Exchange.

All this was expressed as early as 1867 by Mr. J. G. Fitch, in his Report as Assistant Commissioner for Yorkshire (S.I.C., vol. ix, p. 301):—

“ They will not recognize the plain facts of life—that women, who have more leisure than men, have it in their power to make, even unconsciously, the noblest use of any culture they possess; and that every sensible man

who now marries with a reasonable prospect of happiness, would have a still better prospect of it, if his wife could share his highest intellectual pursuits. It is wonderful to see how common is the assumption that the repose and enjoyment of home are in some way incompatible with intellectual education for women. It is true that no one seems able to point to an example in illustration of the doctrine; or to assert that when we ascend into the households in which the highest feminine culture prevails we find any lack of grace or of affection, any less regard for children, or any disposition to neglect household duties. But it would not be difficult to point to thousands of instances of men who have started in life with a love of knowledge, and with a determination to master at least some one department of honourable thought or inquiry; yet who have gradually sunk into habits of mental indolence, have allowed all their great aims to fade out of view, and have become content with the reading supplied by Mudie and the newspapers, simply from a dread of isolation and because these resources sufficed for the intellectual aliment of the rest of the household. There is no hope for the middle classes until the range of topics which they care about includes something more than money-making, religious controversies, and ephemeral politics; nor until they consider that mental cultivation, apart from its bearing on any of the business of life, is a high and religious duty. When they come to consider this, they will set as great a value on evidences of intellectual power or literary taste when they are put forth by a girl as by a boy; and they will feel that the true measure of a woman's right to knowledge is her capacity for receiving it, and not any theories of ours, as to what she is fit for, or what use she is likely to make of it."

The other economic change promoting the education of girls was, as we have said, the necessity for middle class women to earn their own living, and find interests outside

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their own homes, since they could not all marry, and since many must marry later in life than their mothers. This influence was relatively most important in London and the home counties, where the struggle among the professional class was keenest, the emigration of better class young men most marked, and the economic standards of living highest. The whole movement started earlier in London and the district depending on the Capital, not necessarily because that area was more intellectual or more devoted to education than the North, but because it felt more quickly the need of doing something to help these girls and women to whom the natural ordinary woman's occupation as a wife and mother was denied. The results of this denial, and the appeal for a remedy find their best expression in a passage of Charlotte Brontë's "Shirley":—

“Men of England! look at your poor girls, many of them fading around you, dropping off in consumption; or, what is worse, degenerating to sour old maids,—envious, backbiting, wretched, because life is a desert to them; or, what is worst of all, reduced to strive, by scarce modest coquetry and debasing artifice, to gain that position and consideration by marriage, which to celibacy is denied. Fathers! cannot you alter these things? Perhaps not all at once; but consider the matter well when it is brought before you, receive it as a theme worthy of thought; do not dismiss it with an idle jest or an unmanly insult. You would wish to be proud of your daughters and not to blush for them—then seek for them an interest and an occupation which shall raise them above the flirt, the manœuvrer, the mischief-making tale-bearer. Keep your girls' minds narrow and fettered—they will still be a plague and

a care, sometimes a disgrace to you; cultivate them—give them scope and work—they will be your gayest companions in health; your tenderest nurses in sickness; your most faithful prop in age.”

But we may remember in the story, that when trade improved, the Yorkshire millowner Robert Moore was able to make Caroline Helstone a happy wife. Had he died in India, or formed in Canada other ties, she would have needed, like many and many a single woman since, the education which enables such a one to make a home for herself, and to find happiness in her profession.

This imperfect outline of some of the influences at work in the country as a whole, to bring about the higher education of women, leads us to consider what may have been the causes or influences acting in Manchester itself, in the early 'seventies. What was the city like then? Why could it do all this? Why was the impulse so powerful? We can understand how Universities arose in the mediæval Italian cities, when we study the economic and social conditions of that city life. Let us seek to apply this principle to the subject in hand.

The decade that opened with 1870, that momentous date in the history of English education, was a time in Manchester of extraordinary vigour and energy.¹ The

1. “After the terrible strain of the cotton famine and the horrors of the cholera, Manchester was prosperous again. Trade was brisk, and the passage of the new Reform Bill had given a fresh outlet and impulse to the artisan mind which did but answer to the social and intellectual advance made by the working classes since '32. The huge town was growing fast, was seething with life, with ambitions, with all the passions and ingenuities that belong to gain and money-making and all the race for success.”—Mrs. Humphrey Ward in “David Grieve,” p. 165.

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results of the Industrial Revolution, and of the freedom of trade that dates from the early Victorian era of Peel and Cobden, had brought increasing wealth to the district, and Manchester itself had already assumed the Metropolitan character that is so marked in it to-day. "It is now not so much a manufacturing town as the Metropolis of a vast manufacturing district."¹ The position of things is exactly described in Mr. Bryce's Report to the Schools Inquiry Commission² :—

"This change in the nature of business has been followed by a corresponding change in the social character and habits of the place. Society has settled down and consolidated itself; manners have grown more refined, and the distinction of classes has become more marked. Thirty years previously the population was composed of operatives and their employers the mill-owners, who had themselves but just risen from the ranks. Now there is a large and tolerably well-defined class of wealthy merchants, commission agents, cotton spinners, and calico printers, and below them a vast body of persons employed by them as warehousemen and clerks at salaries ranging from £60 up to £400 or £500, in some few cases up to £1,000 per annum. Besides the warehousemen, who are in Lancashire at least quite peculiar to Manchester, there is the usual proportion of professional men and of shopkeepers, great and small."

Such a population provided what modern phraseology terms "an effective demand for secondary education." We may also quote from the "Lancashire Life of Bishop Fraser," where Stanley, writing to him of his new work, says: "It is a splendid field, in one sense the most splendid

1. Bryce, 1867.

2. Vol. ix, p. 712.

of all the bishoprics, because it contains within itself more of the germs of the future"; while Liddon writes that "there is plenty of latent heart in that vast population." The intellectual interests which had distinguished the city in the eighteenth century, in the days of Dalton, and of the establishment of the Gentlemen's Concerts and the Literary and Philosophical Society, had strengthened with the years; the foundation of Owens College in 1851, the first of the new University Colleges outside London, being both an evidence of Manchester interests in the things of the mind, and a force to further that interest, which was intense enough in the city of 1874. There were giants in those days; the names of Roscoe and Balfour Stewart, Jevons and Gamgee, Ward and Bryce, appear on the list of the College professors, and Thomas Ashton and R. D. Darbishire on that of its Council. J. Frederick Bridge was organist of the Cathedral; on the School Board were Herbert Birley, M.P., William Hughes, and Lydia Becker; Christie was Chancellor of the diocese, and Walker High Master of the Grammar School, which, re-organised, widened, and strengthened, was entering upon a new career of usefulness.

We may quote, in illustration of the attitude of the man in the street then, from an article in the *Manchester City News*, May 25th, 1872:—

"OWENS COLLEGE: AN HISTORICAL SKETCH.

"There is no community in the country that has of late years evinced more well-directed zeal in the cause of education than that of Manchester. There are among us a number of earnest-minded men who are unceasing

in their thoughts and efforts to dispel the thick cloud of ignorance that overhangs and envelopes the poorer population; and there are, at the same time, others not less anxious to fit the rising generation for that better position in which intelligent industry and enterprise have placed them. If the means of educating the poor have been wanting, not less so have been the means of educating the middle class, and to this district it was, at one time a standing reproach. Some of our prominent citizens, however, of whom we are justly proud, have not been slow to see the necessity, as well as advantage, of having in a great practical science district the nucleus of a great practical science University, and the Owens College bids fair, at some future time, to rival the Universities of Oxford and Cambridge in popularity."

As one turns over directories, guides, and the files of the newspapers of those days, nearly forty years ago, one feels more and more the pulse of strong and vigorous life. Fine new buildings were springing up everywhere, large warehouses and good shops; Deansgate, which had been a mean and low street, was beginning to be what it is to-day; Portland Street was the pride of the city; but it was in the public buildings most of all that public vigour expressed itself. The tower of the Cathedral had been re-built and the fabric restored; in 1871 the first portion of the new Exchange was opened, and the Reform Club and the new Police Courts in Minshull Street are noted with pride by the journalist. The Town Hall, Waterhouse's largest building, was slowly rising during the years between 1868 and 1877, and we read of the working people gazing on it with delight. The College entered into its new home on Oxford Road in October, 1873, amid a pæan of congratulations, Chancellor Christie saying the next

year, "they had now in Manchester three public buildings of which they had reason to be proud—the Assize Courts, the Town Hall, and Owens College." The City Corporation year by year was entering upon fresh undertakings for the benefit of the community; in 1874 they were making investigations about a tramway system, and the first whispers of the Thirlmere water scheme were heard.

The population was over 400,000, still very dense, and with a high death-rate, but the suburbs were becoming important, and the population was beginning to spread. This process, however, could only be very gradual with the imperfect means of communication the city then possessed, lumbering omnibuses run by private persons, necessarily slow, infrequent, and expensive. We read of an omnibus going along Oxford Road to Didsbury once every hour, and we are told that this district, which now sends daily over sixty girls and half-a-dozen mistresses to the High School, is "too far for the would-be suburban resident, unless he owns a carriage."

That there was a very real desire for improvement in the position of women, is shown by the strength of the Suffrage movement at this time. Constant meetings were held, Jacob Bright, one of the Members of Parliament, being a leader. In 1872, even the City Council resolved to petition Parliament on behalf of the Bill. Some of the more moderate advocates of reform threw their strength, however, into the promotion of higher education for women, since they considered that this ought to come first.

Educationally, indeed, Manchester was then relatively much more ahead of the rest of the country than it is to-day. The agitation for a public educational system,

which culminated in the passing of the Act of 1870, had nowhere found more support, and a new School Board had set to work most energetically to make up arrears, and to enforce the compulsory clauses of the Bill. Sir Joseph Whitworth had founded his scholarships for the promotion of technical education; popular lectures flourished; and while secondary education in Lancashire generally was, as Mr. Bryce's Report shows, extremely bad, there were some good schools both for girls and boys.¹ At all events, Manchester people were ready to remedy the deficiencies which the Schools Inquiry Commission revealed. That generation carried out the hopes expressed by Tom Hughes at the meeting of the Working Man's College in Manchester in 1859, and applied the organizing power which had produced material wealth in Lancashire to the acquisition of that spiritual inheritance which education furnishes to humanity:—

“ I think that the impression that is brought home to one in the first place most earnestly and deeply, is the enormous power of organization which you have in this

1. “ Having unfortunately a good deal that is not agreeable to record, it is all the more pleasant to be able to say that I met with several schoolmistresses in Lancashire of high cultivation and marked capacity for teaching; that I found many others struggling hard against the mean ideas of parents, and full of zeal for any project of educational reform, and that I can remember scarcely any who did not seem to be doing their duty carefully and honestly, according to their ability, towards the children placed under their charge.” (S.I.C., p. 822, vol. ix.)

“ (Manchester) wants only a proper provision of schools for those whose schooling ends at 15 to make its educational and intellectual state worthy of the fame which it has won as the foremost representative of English manufacturing industry, as the source and centre of an influence which has acted powerfully upon English political thought.” (Bryce, S.I.C., vol. ix, p. 732.)

neighbourhood, and the extraordinary way in which order is brought out of seeming confusion. When you first go in, to the unaccustomed eye all things seem to be in confusion; you know not where to look, or what result to expect; yet as you stand there, everything comes out beautifully arranged and ordered and regulated, so that there is nothing wanting; the very minutest circumstance has been attended to, in furthering the great end of production. Now this power of organization and order makes one wish that it could be used for other purposes. If we could only get the power of organization possessed by our friend Mr. Langworthy, whose mill we visited, and whom we are so glad to see to-night,—if we could only get such a power of organization and production used upon the raw material! If such raw material as one of us, could only be turned in at one end of a mill of education, and turned out at the other end, possessed of all the science and all the knowledge that we ought to have! That organization and power of bringing order out of disorder, is what I think will enable you to succeed in this work which we have in hand. The men of the last generation in Manchester have done their work in a way which it has been done by no other community under the sun. Their work was to subdue raw material, and to bring forth out of that raw material the greatest possible amount of material wealth in the shape of useful fabrics. That has been done. The raw material is ready; the most extraordinary production in the world is going on every day under your very eye. All I hope is that the work of the next generation may be done as well. The work of our generation and the generation after us is not to perfect raw material, not to produce wealth, but to perfect men.”

When we remember, as was said in the beginning of this chapter, that the High School for Girls was organized

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and shaped by Manchester citizens, most of them actively engaged in business and professional life, it will be seen that its foundation was an exact fulfilment of the hope which Tom Hughes had thus expressed fifteen years earlier—a fulfilment all the more happy, for whatever was done to improve the education of girls, would have a double effect, in improving the homes, where both men and women are really perfected. Such indeed was the hope of our founders, expressed in the 1873 Report:—

“ Finally, your Committee feel that they may add, in perfect truth and sincerity, that no pains will be spared either by the School Committee or by the teachers to impart to the scholars the very best education which can be given, and to fit them for any future which may lie before them, so that they may become intelligent companions and associates for their brothers, meet helps and counsellors for their husbands, and wise guides and trainers for the minds of their children.”

The Beginning of it All

CHAPTER II.

THE BEGINNING OF IT ALL, 1871—1873.

The Manchester Association for promoting the Education of Women, from whose Report the quotation at the end of the first chapter was taken, was the body to which the foundation of the Manchester High School for Girls is directly due. It took shape in 1867, and, as we have said, began by establishing courses of educational lectures. The first Annual Report of the High School, January, 1875, is indeed one with the Annual Report of the Association, and contains an interesting account of its work, which, so far as the lectures were concerned, was not altogether successful, although the promoters took a great deal of trouble.

Classes for governesses and other ladies were also formed; the newly-established Local Examinations were stimulated, so far as the district was concerned, by offering prizes, and in particular the Cambridge Higher Local Examination for women teachers, begun in 1869, was helped, suitable candidates having their fees paid for them by the Association. The Rev. W. J. Kennedy, one of Her Majesty's Inspectors of Schools, was President of

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the Association between 1871 and 1876 and it was under his guidance that all this work was carried on.¹

There was also a Society of schoolmistresses, afterwards revived in 1877 as the Manchester Association of Schoolmistresses, but it has not been possible to discover what were the relations of this body to the more general Association. It is very curious that the lectures movement was not so successful in Manchester as in the other northern towns; there must have been some reason not now discernible why it did not appeal to the public. There was, of course, then, as now, a great deal of apathy and ignorance.

In Mr. Bryce's Report he quotes representations made by the schoolmistresses to him during his investigation. After all that has been done since 1867, this and other extracts we give, are still true of some places and some people to-day:—

P. 792. "Although the world has now existed for several thousand years, the notion that women have minds as cultivatable and as well worth cultivating as men's minds is still regarded by the ordinary British parent as an offensive, not to say a revolutionary, paradox."

1. The late Miss C. L. Kennedy, of Saint Elphins School, Darley Dale, Matlock, sent in 1909 the following note on this point:

"My father wrote an annual report of the work of the Association, which was printed and circulated among the subscribers, and a widespread interest was gradually created in the question of the education of girls.

"At his suggestion, the Committee of the Ladies' Education Association eventually formed the scheme of founding a girls' school, and I think I may say that it was largely through his energy as President, that the Manchester High School for Girls was established and organised."

P. 793. "Boys are educated for the world, and girls for the drawing-room."

Representations made by the Schoolmistresses.

(S.I.C., vol. ix, p. 793.)

"Mothers are acutely sensitive to anything which may affect their daughters' social success, whether it be the 'selectness' of the school, or its situation, or the fame of the music and dancing masters. They are profoundly indifferent to their diligence (as a moral quality) or to their progress in the more solid branches of an English education. If a girl begins to get interested in the school work, and is seen in the evening busy over her theme, her mother comes to me and says, 'Now, Miss —, you must not make Augusta a blue.' If I report that another does not try to improve herself in arithmetic, the mother says, 'Well, you know, I am anxious about her music, of course; but it really doesn't matter about her arithmetic, does it? Her husband will be able to do all her accounts for her, you know.'"

P. 829. "It is not this want of material, however, that quenches her taste for reading, for school gave her no such taste; her life henceforth till marriage is listless and purposeless, some of it spent in petty occupation, more of it in pettier gossip; and when at last she is called upon to manage a household she finds that here education has neither taught her anything that can be of practical service, nor made her any fitter than nature made her at first to educate and govern her children. In point of knowledge and refinement she is just where her mother was, and her sons and daughters suffer for it."

In Manchester, two hundred years before the date of the Schools Inquiry Commission, things were, as one would expect, even worse. The following extracts, which

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we owe to the kindness of the City Librarian, Mr. Charles Sutton, are not without interest in this connection. One may notice the qualifications of a Head Mistress in 1648, which, as her own letter at a later date shows, did not include good spelling; and the curriculum, Reading, Sewing, Writing and accomplishments. There is something modern, too, in Mrs. Amye's intention to have a pupil for at least a whole year:—

Alexander Rigby to Savile Radcliffe, at Meereley.

1638, July 21.

“Salford.—As to placing his (Rigby's) nieces at school with Mrs. Amye, at Manchester, ‘who hath the tuition of many children of rank and quality, far before my nieces’ a woman well descended, religious, modest, and discreet. Yesterday she called with one of her children, a daughter of Mrs. Fleetwood, of Rossall, ‘a child, to my view, of fine behaviour’; she said that ‘if my nieces might be with her in her own house, she would then take the charge of them, and they should want no attendance; nor any necessities of meat, drink, lodging, fuel, washing and candle light, and she would bring them up with reading and all manner of sewing’; for all which, she expected yearly, 11 li. apiece, and will not put them to the charge of bring a maid with them. She, ‘at fit seasons, employeth a scrivener to teach the children to write, and a dancing master to teach them to dance, and a musician to learn them music. The charge of the scrivener is small; the charge of the musician is forty shillings yearly, for each child, and the charge of the dancing master is, for every child, five shillings at her entry, and five shillings for every month wherein he is employed.’” Seal.

*Parnell Amy to "Mrs. Kenyon, at her house in the
Milgate, Manchester."*

1673, July 27.

"As for your daughters education, I am resaulved to kep no mor a publicks col (sic), nor to have aboue 2 gentil women at a tim, that they may be compane, on for another; for I am were of great impliment. I have had severall ofred me senc I came to the ceti, but yet I have excepted of non, and therefoor have the mor liberti to make good that intrest you may clam by promis. And, if you ples to put her forth for a yere, for I intend to medele with non for les than a yere if it ples God they have ther health. As for her larning lessen, I thenke it will not be fet to go to a publick col in the city, but there is a menester, that techeth, vere nere the place I dwel, that hath 30 collers. He hath 20 shelling a gurle, and, if you see good, I shall inquire of hem if he will teck her an our in a day, when his collers are gon. My rat is ten pond a yere, and 20 shelling entrance. I shell leve it to your ferther consederation, and commet you and yours to the protection of the Almightye." Seal.

The early records of the High School show that it also provided for accomplishments. A great deal of care and trouble was taken about the music mistresses; Dr. Bridge gave lessons in harmony; drawing and class singing were subjects included in the curriculum, not extras, and teachers of them were appointed after careful consideration. The dancing of 1648 was replaced by Calisthenics, given by a visiting mistress of some repute and correspondingly high fees. The curriculum, however, not only included the English subjects, French, and Arithmetic taught in all girls' Victorian schools, but Algebra and

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Geometry, German and Latin; while the plain sewing at Mrs. Amye's day remained as it has ever since, a compulsory subject. But it is time to let the Founders speak for themselves as to their proposals¹:—

The Manchester High School for Girls.

“Your Committee proceed, lastly, to speak of the main fact of the past year connected with this Association. In their Report for 1871 they recommended to the city of Manchester the foundation of a Public Day School for Girls as a great want of the times. Last year, in their Report for 1872, they not only renewed with urgency this recommendation, but they detailed at some length the reasons for such an Institution, and gave answers to all the objections which they had heard. Nay more, your Committee also propounded a draft scheme of such an Institution, and were enabled to announce some very kind and generous donations towards the establishment of the school on the part of certain lady members of your Committee.

“What is really wanted is a commodious building, erected purposely for a Girls' Day School on a large scale, with playgrounds and all suitable adaptations, and not clogged by heavy rent. Fair scope for trial and development can only be given on that plan. Such importance, however, did your Committee attach to the carrying out a scheme of Day Schools for Girls in large towns, under public management and supervision, that they were prepared to adopt and act upon it, even though they should be obliged to commence with all the disadvantages of hired premises. They stated this in their draft scheme, and named the sum of £3,000 as necessary for all the expenses in rent, alterations, taxes, furniture, apparatus, salaries of teachers, &c., when first engaging in their undertakings. Your Committee say

1. Report of Association, 1873.



R. D. Darbshire.

that this sum was needed '*when first engaging in their undertaking,*' for they regard it as an absolutely essential condition of success that the School should become self-supporting at an early period of its operation; this also was stated in the draft scheme. As soon as £2,000 had been promised in furtherance of the plan, measures were taken for carrying it out forthwith, in reliance upon obtaining the other £1,000, which a calculation had shown to be needed, and as experience has since proved. Two meetings of the subscribers were held, who gave their sanction to the taking of the measures spoken of. A Provisional Constitution for the School was agreed to at these meetings, and a special Board or Committee of Managers was nominated, mainly consisting of subscribers to the School and of members of this Association, with a Visitor, President, Treasurer, and Hon. Secretaries.

"The next step was to obtain premises for the School. After much trouble the School Committee found two adjoining houses, Nos. 369 and 371, Portland Terrace, Oxford Road, which they have engaged on a seven years' lease, and have at some expense adapted to their objects. An ample staff of teachers has been selected with great pains and care; and prospectuses of the School have been drawn up and issued. Numerous applications have already been received from parents for the admission of their daughters as pupils, and the School is to commence on the 19th of next month.

"Your Committee will not hesitate to reiterate their conviction that such Day Schools for Girls under public management are in large towns a necessity of the times, and that any such Institution in Manchester ought to have a great future, however humble may be its first commencement. And this conviction has induced them and the Special Committee for the School to take all these steps in reliance upon obtaining the further sum of £1,000, which is still required. And their reliance

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will surely not be in vain, when a modest appeal is thus made to found a small public Day School for Girls in a city which has founded a Manchester Grammar School and an Owens College for its *boys*, but which has yet done absolutely nothing of the kind for its *girls*. Surely Manchester will not turn churlish and grudging because in this school *women's* interests are at stake."

It should also be remembered that educational reformers then emphasized the importance of having a *large* school; they probably did not conceive anything like the 580 that the Manchester High School numbers to day, but they realised the disadvantages both to economy and intellectual vigour in the small girls' schools usual in those days. The then Dean of Manchester (Benjamin Morgan Cowie), who was the first Chairman of the High School Committee, expressed his views in Manchester as early as December 7th, 1872:—

"The experiment of large schools were conclusive even from an economical point of view. The school reacts upon the teachers; the teachers become more energetic, spirited, and successful. The contact of different minds is far more stimulating to the pupils, and better for them than when they are taught by one or two only. He thought also that it was impossible for one teacher to teach all subjects with equal skill, as for one man to understand thoroughly all the arts and sciences. The progress of knowledge ought to be the greatest object of our life, for the principal happiness of our immortal existence hereafter is the prospect of ever-increasing knowledge."—[*City News*.]

Mr. Kennedy, at another meeting in Manchester a year later, announced the establishment of the High School, and read a draft explaining its educational aim:—

“The course of instruction to be determined by the authorities of the school, and the working, and each scholar to be tested periodically by examination. The course of instruction to meet the requirements of the University Local Examinations; religious instruction in preparation for these examinations to be provided for those scholars whose friends desired that they should receive it in the School.”

It was at this public meeting in the Mayor's Parlour that the High School Committee was appointed on the motion of Dr. Greenwood, Principal of Owens College. At this meeting, the School is called a Model School for Girls, but this name was afterwards given up; it may have been thought a little too presumptuous, to have suggested with unnecessary strength the well-known phrase, “What Lancashire thinks to-day, England thinks to-morrow.” The minutes of the Committee show that between March 23 and June 9, 1873, the name had been changed to “The Manchester Public Day School for Girls.” This, of course, was in a line with the title of the G.P.D.S. Company, formed the previous year. However, when the Head Mistress was appointed, it was considered that the use of this name might cause confusion with hers, and that it might be thought to be “Miss Day's School”; accordingly, following the Scottish precedent, the name “High School” was substituted. Miss Day states that the Edinburgh High School was the example in the minds of the Committee. We may be proud of even this link with the great boys' school that Walter Scott and so many other distinguished men attended, and which gave a

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name to the first American High School, the English High School for Boys in Boston.¹

The first business of the High School Committee was naturally the choice of a Head for the new School, and this, in 1873, was not at all an easy matter. They advertised in the *Times*, *Glasgow Herald*, *Scotsman*, *Athenæum*, *Educational Times*, and *Guardian*, offering, for those days, a very liberal salary. The Secretary, Miss Vernon,² was also directed to make enquiries from Miss Davies, Miss Clough, and Mrs. Kitchener. She remembers that there was 99 applications, hardly any suitable, and some from persons ludicrously unfitted for the post. One or two ladies who were seriously considered, withdrew. There was a possibility of finding someone from the new Hitchin College; all good Girton students remember with affection their delightful College song:

“Woodhead, Cook and Lumsden, the Girton pioneers.”

These were the first women to take the Tripos examinations at Cambridge. As will be seen later on, two of these ladies came to be very closely connected with the School. The third, Miss Lumsden, was thought of as a suitable Head Mistress, but she preferred, not unnaturally, to accept a tutorship at Hitchin College. Meantime, however, Miss Vernon had been making enquiries, and the result of these was to find Miss Day, who was, in the

1. “The Making of Our Middle Schools,” Commissioner Brown, Chapter xiii. Longmans, 1905.

2. Miss Matilda Julia Vernon, who is now resident in London, was at this date an important member of the High School Committee. As the niece of Canon Rickson, who had been prominent in educational questions in Manchester for many years, she had been brought into contact with several sides of educational and public work.

first instance, not at all disposed to apply. She did not wish to leave London, and she had had a rather unfortunate experience in applying for a post under another public body, when she was told:—

“That I was too young and would probably marry, and my husband might turn out a scamp and get at the funds through me. This I did not at all like, and I told the Dean I did not want to have to go before another Committee and have such things said to me, and he promised that if I would apply for the Manchester School nothing of the kind should be said to me. He wrote to Miss Vernon, who was then the Secretary, and told her why I was hesitating; then Mrs. Darbishire wrote to me, and said that as Mrs. Kennedy was away from home and could not invite me just then to stay with her, would I come to her. She wrote very kindly, and I went.”

Miss Day also remembers when she awoke in Victoria Park on the morning of the eventful day, July 3rd, how pleasantly surprised she was to see trees, and hear a thrush singing. She had thought that Manchester had no such joys. The Committee met in the building of the Young Men's Christian Association, now pulled down. The Principal of Owens College, Dr. Greenwood, was in the chair, and there were present Mrs. Anson, Mrs. Chambers, Mrs. Darbishire, Miss Vernon. It was resolved:—

“That, having considered the Testimonials of the Candidates, and having had interviews with several of them, the Committee are of opinion that Miss Elizabeth Day is the most highly qualified among them, having a Cambridge certificate, first class for Groups A and B,

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with distinctions for Divinity, French and Greek, and third class for Group D, and also a special certificate from Queen's College, London, where she had been both a pupil and a pupil-teacher. The Committee accordingly recommend that the subscribers should appoint Miss Day Head Mistress of the School."

Mis Day speaks of her own feelings during the meeting, while she was waiting for the decision:—

"I sat down and thought, now do I want them to have me or not? and I could not tell. So I thought, it will be very absurd if I am disappointed afterwards if they do not appoint me, for I really do not know whether I want to come or not."

She also says that next morning, she woke early, and, knowing that there were to be three Mistresses, she amused herself by making up a Time Table for the School.

The minutes of this most important July Committee bear a signature, Edward Donner, that was destined to appear many times; the signature of one "to whom it may fairly be said that the School owes more than to any living man."¹ Mr. Donner, a Manchester merchant, was at this time churchwarden at the Parish Church of Birch, whose Rector, Archdeacon Anson, took a great interest in the proposed High School. Mrs. Anson was a member of the first Committee, and it was through her influence that Mr. Donner was induced to join it. His name appears in the minutes of the first meeting of the Committee, and he undertook the very arduous duty of Treasurer. His letter-book gives a vivid picture of all

1. Dr. Wilkins, Free Trade Hall meeting, 1892.

the work that had been done to get the new School running. As one turns over its pages and reads the minute books, one can almost see what was going on in those busy autumn days. An abode had to be found; it was thought at first that very suitable premises, with a good garden, could be obtained in Nelson Street, then one of the best residential roads; and Mr. Donner and Mr. R. D. Darbishire make a very careful report recommending purchase. The negotiations, however, fell through, and all that was possible was to take on lease certain houses in Portland Terrace, Oxford Road, just south of the Church of the Holy Name, Nos. 369 and 371. It was a most troublesome task to secure possession of these in time, and to get them altered and adapted for school purposes, but by the most persistent attention on the part of the Treasurer, the business was at last carried through, and early in December what we may call the first Governors' meeting was held in the School, Mr. Donner writing to the contractors:—

“Can you put us a small table and a form or two in one of the rooms, . . . or lend us a few chairs—anything to provide sitting accommodation for six or eight people? Have a good fire lit.”

This meeting discussed desks, and rejected an estimate from a London firm in favour of a local maker. Most of the furniture bought with such care and attention to detail has, we fear, been worn out by now, but some of it lasted nearly thirty years. Even on Christmas Eve, Mr. Donner went to the Town Hall about the gas meter, and on January 16, we find him writing urgently that ink

and water stands, "must be sent up this evening, or first thing to-morrow morning, without fail."

Miss Day had been engaged from the 1st October, and had been visiting other schools to see what could be learned there. She had also attended one or two Committee meetings in Manchester, and had taken an odd Sunday School class there at St. Andrews Church, of which Miss Vernon's uncle, Canon Rickson, was Rector. Miss Day says:—

"I remember thinking the children brighter though less well-behaved than London children."

During these autumn weeks Miss Day and Miss Vernon sent out prospectuses and forms of application, and went to call on ladies whose daughters were coming, Mrs. Morley Harrison and Mrs. Lamb. Miss Fanny Harrison, then a very little girl, summoned in haste from the nursery, remembers the awe with which she looked upon the new Head Mistress, who probably was almost as nervous herself. At first, very few parents had definitely decided to send their girls; indeed, when the two houses, at a rent of £150, had been taken, only five pupils had been promised. Some of the Committee felt hesitation and alarm, but others, including the Treasurer, were quite ready to go on, and trust the common sense of the Manchester parent, who knows a good article when he sees it. Meantime, much help was being given by another of the ladies of the Committee:—

"Mrs. Darbishire was the soul of practical, managing wisdom and common sense, and rendered great service to the School as a member of a House Committee, which

devoted a great deal of thought and time and trouble to the furnishing and arranging of the Oxford Road houses for class-rooms and dwelling-rooms preparatory to the opening of the School."

Very careful preparations were also made for the taking of fees on the first day of School. A banking account was opened at the Oxford Street branch of the Union Bank. Receipt books, very much as they are now, were designed by Mr. Donner, and all was ready by the appointed day, January 19, 1874. To mark the character of the School as a public institution not conducted for private profit, the members of the Committee, for some years to come, always attended to receive fees at the beginning of term. Miss Vernon well remembers what a task she and her colleagues had the first day of all. Parents simply poured in, the change they had provided was not sufficient, and at the end of the day she had to get a cab to take to the bank the heavy weight of gold that had been brought as fees. This proved in the most practical way that the School was wanted, sixty girls being enrolled, which was as many as the organisation provided could for the time being accommodate.

Miss Vernon, when asked how it was that she and others had thought of founding the School, said to the present writer: "Oh, we knew the necessity; the thing was to do it." Then indeed on January 19, 1874, it was done.

In working day after day with the original documents dating from the period covered in this chapter, the mind of the student forms very definite impressions of the general character and purpose of the movement; in

particular, a difference of ideal makes itself manifest to one who knew Frances Mary Buss intimately, and who has learned, as who in English education has not, what has been the tradition of the Ladies' College, Cheltenham. Miss Beale herself expresses her aim in the Introduction to her book, "Work and Play in Girls' Schools":—

"The task of the educator is, in the first instance, to develop to the highest perfection all the powers of the child, that he may realise the ideal of the All-Father. But the perfection of man . . . can be attained only when as a son he enters into and co-operates with the Divine purpose in thought and heart."

The limitation of social class expressed in the very name of the Cheltenham institution has given it also for good—or, as some may think, for ill—a character of its own.

While her ideals were of the highest, Miss Buss constantly had in her mind the need of qualifying girls of the professional class to earn a living:¹

"In the stress of her own girlish efforts, she gained her life-long feeling for the half-educated, on whom is too early laid the burden of money-getting. . . Seeing as she did numbers of these, she was very strongly impressed by the absolute necessity for young girls to be trained to some employment by which they might, if necessary, earn a livelihood. For women to be dependent on brothers and relations, she considered an evil to be avoided at all costs, and she tried to keep before us the fact that training for any work must develop a woman's intellect and powers, and therefore made her—married or single—a better and nobler being."

1. "Frances Mary Buss, and Her Work for Education," Annie E. Ridley. Longmans, 1895.

Her ideal was to give to girls of the middle class the "thoroughness and accuracy and real intellectual training which would fit them to work like their professional brothers for something like a living wage."¹

She thus emphasized the value of examinations, providing they were open to girls and women on exactly the same terms as to boys and men, and her influence was largely responsible for what is sometimes to-day considered a grave error in the movement for girls' education, that it simply followed the lines laid down in the past by men.

The founders of the Manchester High School for Girls had rather different ideals in their minds (so far as the present writer can judge) from either of these which actuated the two great women who worked in the South of England. Education as a good in itself was the principle of the Manchester foundation. It was to be a liberal education, and girls were to have it because they were human beings; they might earn their living in the future, or they might not, but whatever they did, they would always be the better for a good education. This is the ideal of Scotland and of America: communities where, as in Manchester, business instincts and a very quick eye for the acquisition it may be of bawbees, it may be of dollars, are combined with a real passion for knowledge, an intense conviction of the right of education for the human being as such, irrespective of class, means, or even sex. One may illustrate the power of this ideal throughout Manchester by the fact that in its University there always

1. "English High School for Girls," Chap. i.

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has been a very strong Arts side; it did not begin, like some of the new Universities, as a Science or Technical College. In the old Quay Street days it stood, amid many difficulties and discouragements, for the ideal of liberal education. It has to-day strong Classical and Historical departments, attracting many women students, and it is the only new University with a Faculty of Theology.

In this great industrial area, to women falls, as in America, the duty of maintaining the standard of culture. Compared with the same class in London, they are wanted more in the homes, since the men do not so largely find their life-work in the service of the Empire beyond the seas. The Manchester High School has always had in mind the preparation of women for home life, and it has firmly believed that no education can be too good for the mothers of the future.

“In a mercantile community like that of Lancashire men are sent so early in life to business, and are absorbed so constantly by it, that they have little or no time for reading or thought, and can seldom pursue, even if they have learned to care for, any line of scientific, or literary, or historical study. Only the women have leisure. So far, therefore, from acquiescing in the mental inferiority of women as the normal state of things, it is really by the female part of such a community that one might expect to see its mental tone maintained; it is there that one would look to find a keener relish for literature or art, a livelier intellectual activity, a more perfect intellectual refinement. To the want of such intellectual interests, and to the dulness of mind which springs from that want, the present defects in our education are mainly due;

as it is this very want, this dulness, which a better education is needed to cure or remove. In other words, the improvement of English schools means nothing less than the elevation of the English commercial class to a higher level of knowledge, taste, and culture, than that at which they now stand. In approaching so great a task as this may well be thought, there is surely no agency from which more may be hoped than the influence of cultivated women—women who have received from their education a sounder knowledge than education now gives them, powers of mind more thoroughly trained, a higher conception of the duties which the welfare of society requires them to discharge.”

(Bryce, S.I.C., vol. ix, p. 839.)

NOTE.

As an explanation of public opinion, and a contemporary account of the opening of the School, and the way it was received, it may be worth while to reproduce verbatim at this point an article in the “Manchester City News,” January 1874. We do not necessarily agree with every word in it; but the insight it gives into the way ordinary people looked at the matter is of real value:—

“The Education of Girls and the New High School.”

“Manchester has this week added to its list of public institutions a High School for Girls. The boon comes to us not a whit too early. Of ladies’ boarding schools and of genteel seminaries there has been no lack; and yet the difficulty of obtaining for a girl a sound and thorough education has become almost proverbial. And the question has not been one of cost; the high terms of

a school being usually no guarantee whatever of its efficiency; the point with parents of what is called the middle class—including the higher tradesman and the professional man—has been not so much how to pay for a school, although there, remembering the dreadful catalogue of ‘extras,’ the shoe has often pinched cruelly enough, as how to find a school at all in which their daughters could be decently taught.

“The Manchester High School for Girls is a sort of offshoot from the Association for Promoting the Education of Women; and the President of that Society, the Rev. W. J. Kennedy, the well-known Inspector of Schools, has for a long time been persistently advocating its establishment. It has for Visitor the Bishop of the diocese; and upon its managing committee there are, among others, the members for the borough, the Dean, the Principal of the Owens College, and Professor Wilkins. The Head Mistress is Miss Day, a lady who holds a first-class Cambridge certificate, and who has distinguished herself highly in divinity, English literature, French, Italian, and Greek; and she is to be assisted by Miss Woodhead, certificated student in honours, of Girton College, and by Miss Turnbull. We are glad to observe that the ordinary school course will include such subjects as, Algebra, French, German, Latin, drawing and harmony—matters which are usually relegated to the optional sphere of extras. To proceed upon the principle that such things should form part of the common staple of a girl’s education, and should not be looked upon as outside, or ornamental studies is in itself an evident improvement upon the older plan. But perhaps the most important feature of the scheme consists in the fact that the school is not to be an irresponsible establishment, dependent upon the caprice of proprietors or teachers. It will stand before the public as an open institution; and its curriculum will always be under the control of men who

are skilled educators and who have made education a science. In this will lie its great merit and its superiority over most private establishments, that 'the working of the school and of each scholar will be tested periodically by independent and competent examiners, who will report fully, and whose reports will be open to all persons interested.' Such a school can do no injury to the best among the private seminaries, and it may gradually bring up the others nearer its own level. The Religious Difficulty, as it is called, in the hateful slang of the sects, is got over, we may add, at a canter, by simply leaving each parent to decide whether his child shall have a religious instruction or not. What a pity it is that the 'Difficulty' cannot be considered to be met with in the same way by schools of a lower grade. But then that would be leaving the householder to take charge of his own affairs; and would render quite nugatory a whole world of platform eloquence and agitation.

"The locality which the High School has chosen for itself is just under the shadow of the Owens College. That augurs well; but it will be a subject for regret if such a manifest advantage should be confined to one only of our suburbs; and we trust that ere long there will be a demand for branch schools on other sides of the city. Already we are told over sixty students have been entered for the first term. That such an institution, if the management be kept sufficiently wide to preserve it from crochets on the one hand and from the reign of humdrum on the other, has before it a clear and noble work, must be obvious to all. The boarding school system as generally conducted, we believe to be essentially vicious—a vulgar Philistine delusion. Whatever may be the truth with regard to the boys, it is better, infinitely better, that our girls should never be taken out of the reach of daily home influence. The loss of the wholesome restraints of a mother and the wise

counsel of a father, even when these are not among the most educated of their class, are but ill-compensated for by the thin, shining veneer, the flashy information—not the knowledge—and the genteel ‘deportment’ of the fashionable boarding school. Sir Joshua Reynolds it was, we think, who said all children were graceful until they were taught to dance. Certain it is that most girls of any breeding have a charm of manner about them which lasts until they have been sent to a boarding school. After that the sweet naturalness disappears, and a vile, mincing affectation of superiority takes its place. With such things the High School will have nothing to do. The refinement of culture—the truest and most lasting—it will doubtless desire to give; and, if its promoters are allowed to realize their ideal, it will at any rate teach our girls to think.”

The Childhood of the School

CHAPTER III.

THE CHILDHOOD OF THE SCHOOL. 1874—1881.

The two houses in Portland Terrace were, says one of the founders, "such as would now be thought ill-adapted for school purposes, and passages and staircases were narrow and inconvenient, but the most possible was made of them. Openings were made between the houses; the floors were strengthened; lavatories and cloak-rooms, very different, of course, to those which Dover Street has accustomed us, were fitted up, and a wooden playroom was erected in the small garden at the back." This was in the long, narrow garden at the back of No. 369; the other garden was asphalted as a playground, and swings were put up in it. The playroom was used for the morning assembly, when the attendance was taken, and the girls had singing there, and history lessons from Miss Day. The sliding boards in it were a great amusement. Miss Day's room was a bay-windowed one in No. 371; behind it was the dining-room. The mistresses, it must be understood, lived in the building with Miss Day, who was responsible for most of the housekeeping; indeed, after July, 1874, for the whole of it, including school dinners. At first, these were supplied by a caterer, but this plan proved not to work well, and was abandoned, and a special House Committee of ladies dealt with household management; Mrs. Darbishire was a prominent member of this.

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Just as in the structure of animals and the constitution of states, there are traces of organs or customs once useful to the creature or the nation, but now no longer required, so there is left in the organisation of the School to-day a trace of this early custom of the mistresses living with Miss Day in the School-house—the gratuitous provision of the milk and biscuits in the Mistress's Common Room at Interval. However, this custom, though a relic of the past, is far from useless, and we trust that no reforming zeal of a future Head Mistress or Treasurer will sweep it away. Portland Terrace has now become the row of shops opposite Ducie Street, but in 1874 the houses had gardens in front, and handsome bay windows.

It is interesting to consider why the School was placed in Oxford Road, scarce a stone's throw from the site of the permanent building. That district was already beginning to be what Professor Sadler calls it to-day, the Quartier Latin of Manchester. As we have seen, the College had moved there; directories show that the doctors and other professional men had already come out from the centre of the city. Medical men had lived round Piccadilly, but at this time Ardwick Green, then like a London square, and Oxford Road, had become the favoured spots. Teachers of music had collected in the district between S. Peter's Church and Nelson Street. The Schiller Anstalt occupied a house near the College. Just beyond the houses taken by the School lay a very good residential district, with large houses and fine old trees, on to Victoria Park, which is described in a local guide of 1874 as "one of the pleasantest localities in the environs of Manchester." Rusholme, it should be

said, was not then in the city, but had a Local Board of its own, whose difficulties seem to have been considerable. Moss Lane opened into fields, where clover, oats and wheat grew in their season, and wild flowers in the hedgerows. Dickenson Road seems to have been pretty much as it is at present, but what is now Birch Park (opened in 1888) was then fields. Thus there was a secondary school population all around, and yet the neighbourhood was distinctly suburban in character. It was not considered safe for Miss Day to walk home alone in the evening from Ardwick Green where she went to give Miss Kennedy private lessons in Greek, Brunswick Street going in part through open land, with no houses on it, where huge pools of water formed in wet weather.

We have seen what the beginning of the School was to the Committee, the Secretary, and the Head Mistress. It is fortunate that we possess also an account by two girls who were there:—

“And two odd-looking little creatures they were, clad in green frocks—new for the solemn occasion—with short, dark hair, and faces full of suppressed excitement mingled with awe.

“The morning was stormy, but no rain could damp the spirits of the gallant band of fifty-two who were gathered together at 369–71, Oxford Road, to be initiated into the mysteries of an Entrance Examination. The School itself was not alarming, being merely two private houses adapted for school use and for the residence of two of the three mistresses who formed the regular Staff for the half-term. On entering, the two little sisters were trotted upstairs, and were met at the top by a stern-looking mistress who demanded their names and ages.

“To their intense surprise and consternation, for the first time in their lives, they were separated, and taken to different class-rooms. To children whose *régime* had been successively, first sums and dates with a nursery-governess, and then, when the nursery was occupied by the last new-comer, lessons in their own quiet drawing-room, the change to a room full of strange girls was diverting in the extreme. As to answering such questions as were asked on a *printed* paper, that was another matter. In Geography particularly, the rapid transition from country to country was most bewildering, and new possibilities in History were developed. True, in the Arithmetic paper, some familiar ground was traversed, but ‘fractions,’ ‘per cent,’ and ‘stocks’ were unknown quantities to not a few of the youthful minds of that day. Pens were bitten and fingers were inked to an alarming extent, but from time to time, a gleam of sunshine came into the room in the form of the Head Mistress, with the cheery question, ‘Are you getting on any better here?’ At length came the relief of the first ‘Interval,’ not, however, spent in play, but in a visit to the dining-room, where milk and biscuits were dispensed by another stranger, and a return to the class-room, where one or two of the bolder spirits tried to discover the names of their next desk neighbours.

“Then followed more written work, in the midst of which came a voice of intense surprise from a small child, who announced to the presiding mistress, ‘Why—she’s looking at my paper!’ This rule of school honesty having been explained, scribbling again went on, until a welcome bell rang, and the first morning of school-life was over. The fifty-two returned to their various homes to begin that stream of all-absorbing High School chatter, which has never ceased its flow and interest in Manchester for five-and-twenty years.”

(School Magazine, Feb., 1899.)

Miss Day writes of this very Entrance Examination as follows :—

“Then came the Entrance Examination, a much more difficult one than any which came after it, for we had to fix a standard for each form, and classify the pupils as well as we could from their paper work. (Later on, I found we could form a much better estimate of a girl's capacity and acquirements by getting her informally to talk over the papers, and tell us a little about how and what she had been learning.) We had the first Entrance Examination on a Monday and Tuesday, spent the Wednesday in studying the answers and making up the classes, and really began School on the Thursday.”

It has happily been possible to secure from a contemporary a picture of Miss Day as she was when the School began :—

“Miss Day, the young Head Mistress of the new School, was a very attractive and interesting personality. Although small and slight and girlish in appearance, she gave the impression of forcefulness and power. Her keen and eager face expressed strong determination and decision as well as kindness and goodwill. It was set off by crisp, black, wavy hair turned back very simply over a fine and shapely head. Her piercing, brown eyes looking out from under rather heavy black eyebrows, seemed to take in everything at a glance. She was constantly on the alert, quick-witted and nimble-minded and with an unlimited power and love for continuous, rapid work. She had a marvellous memory both for things and people, which was of great service to her. As a child she had suffered from lameness, and during her childhood and early youth she had been

an insatiable reader, and had stored her excellent memory and her keen power of observation strengthened her natural interest in detail. She was unfailingly cheerful, hopeful and encouraging, and won the love of her mistresses and girls by her sympathetic interest in all that concerned them, and her recollection of all the details of their circumstances. From the very first she deliberately set about originating ambitions, ideas and principles among the mistresses and girls that would lay a good and true foundation for the school traditions that were to be. There was something very inspiring in working in a School that had no past and that was so full of promise for a glorious future. The first pupils and their parents were all more or less imbued with a spirit of enthusiasm for the pioneer movement in the cause of girls' education, and did all they could to support Miss Day and the Governors in their effort to bring about a reform in the face of a good deal of opposition and misunderstanding. Some of the new pupils were girls of 18, 19 and 20, who came of their own accord to supplement such education as they had already had, with any advantages the new School had to offer them. From the first Miss Day worked on the principle that the School was bound to do the most that possibly could be done for every child that entered it. She gave every encouragement to her clever girls to forge ahead and gain distinctions, but proud as she was of the achievements of her clever girls, she had always an encouraging word and pleasant smile for every girl who was honestly doing her best, however poor that best might be; and first and last many a lame dog got a lift over a stile from her. She took up her pioneer work in Manchester with the utmost enthusiasm and devotion, carrying the whole School with her, and very favourably impressing the public with a sense of the meaning and importance of what the School was aiming at doing."



Mrs. C. P. Scott.

The work was very arduous; all the mistresses were obliged to teach many subjects. Miss Day says, "By the end of the first term, I had all the Latin and sewing in the School, and I was amazed to find what terribly bad sewing it was in the majority of cases." There were many more classes than there were teachers at first, since girls were of all ages:—"We could only manage by making several sets go together for drill or singing." But Miss Day was very happy in the teaching; she found visitors "harder work than any classes." Even in those days, with only sixty girls, umbrellas got mislaid, and mothers came to inquire after them. The Second Mistress was Miss Turnbull, who had been selected by Miss Day herself. Indeed, on her way back to London, after her appointment, she had got out at Rugby, where Miss Turnbull was teaching, and made enquiries. On her report, the Committee appointed Miss Turnbull without an interview. She was destined to remain for years, and only left to become Head Mistress of the Plymouth High School, the first of the Heads of schools trained here, who have carried with them to other centres our Manchester High School tradition. The third member of the Staff came from Girton, the first of our long roll of Cambridge mathematicians. We are fortunate in having a sketch of her also:—

"The Manchester High School was the first girls' school to enrol a Tripos woman on its teaching staff. Miss Sarah Woodhead, a Manchester woman, the first Mathematical mistress, was happily an embodied protest against the strong prejudice then existing against teaching girls Mathematics, and letting women study

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for University Honours. Nothing could have been in more striking contrast than she was, to the 'Punch' Cartoon of that day representing the Girton student with a bowler hat on the back of her head, a cigar in her mouth, and a bulldog between her legs. Miss Woodhead was a most simple, unassuming, womanly woman, healthy, strong and practical and distinctly good-looking—fresh and comely—a fair, blue-eyed, Saxon type of beauty."

Miss Woodhead, even after her marriage, when she became Mrs. Corbett, continued as a visiting mistress up to July, 1876. At the half-term, the staff had to be increased by the addition of Miss Vyner, now Head Mistress of the Wallasey Grange School, Liscard, and at Easter of Miss Cawthorne (now Mrs. Aitkin), afterwards Head Mistress of the Coborn School at Bow. By the end of the year Miss Sanders, Miss Woods, Miss L. Woodhead had joined the Staff, and Mr. England, then Assistant Classical Lecturer at Owens College, was helping as visiting master with the Latin; the first of many members of the College Staff who have worked in one way or another at the School. Term by term, as the numbers grew, the Staff necessarily grew with them. In 1875 Miss Welsh came down from Girton to be the first regular Classical Mistress, but in Dec., 1876, left the School, like others since, to be a college tutor.¹ The name of a Newnham student, Miss Amy Bulley, now Mrs. Brook, a well-known Manchester journalist, appears on the 1876 Report, and that of another Girton student, Miss Betham. Miss Simpson, who is still with us, joined the Staff that year,

1. Miss Welsh was Mistress of Girton from 1885 to 1903.

and the late Miss Ingall, so well known to many of our old girls, in the next year, 1877. In 1878, another Newnham student, Miss B. Smith, came to teach Botany; and the names of Miss Louisa Dendy and Miss Annie Adamson, who are now senior members of the teaching staff, also appear. Mr. C. L. Graves, B.A., was Latin Master from 1880 to 1883. It will be seen from this short sketch how the Governing Body of the School seized every opportunity of strengthening the Staff, even in these early days, and how many Cambridge women were appointed.

A stray copy of the School Magazine for July, 1878, gives a touch of history from the girls' point of view. The VI Class had got up a charade towards increasing the fund for the new building; "it was so kindly received that they were able to hand to the Treasurer thirteen guineas." There was talk of a bazaar, but that did not come to pass. There is one article on Health during School-days; it says:—

"Lastly, a word for games. Boys at school must play perforce, but girls can do as they like, and many prefer to walk about with books in their hands."

The zeal of the girls who had just had so many opportunities opened to them, seems to have outrun discretion:—

"Girls at school frequently neglect their health; those who work hard—but there are plenty who never do injure themselves by overwork—have not, as a rule, a proper regard for rest and recreation. It is very difficult to be fair to both mind and body at the same time, and not to cultivate the one at the expense of the

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other. Our time is so short and there is so much to be done that it is hard to find time for everything, and very often the thing that is not found time for is attention to health.

(From the School Magazine, June, 1878.)

We might at this point give also a contemporary sketch of the Governing Body, written by one who is now no longer connected with the School:—

“Few schools can have been so fortunate as the Manchester High School has always been in its Governing Body. Culture, learning, business capacity, educational experience, breadth and progressiveness of view, adherence to good traditions, wealth, influence and public spirit have all been put at the service of the School in the members of its widely representative Governing Body. It has been peculiarly fortunate in members combining in one person all the advantages of the learning and culture of the University Scholar with the practical business experience and ability of the merchant.

“Four leading School Inspectors were at different times among the Governors of the first twelve years: Dean Cowie, Mr. Kennedy, Mr. Cornish and Mr. (now Sir) H. E. Oakeley. Mr. and Mrs. R. D. Darbishire were among the most actively interested members of the Council when the School was beginning, and both gave to it freely of their time and means. They made an amusing contrast to each other, and on most points furnished between them two opposite opinions, although they were a most united couple. The Mr. Darbishire of those days was a dreamer and idealist with a very exalted conception of womanhood. The Madonna over the mantelpiece in the library was sent by him anonymously as a Christmas card to the School when the library was being furnished. Good books were not

quite so plentiful and cheap then as now. Mr. Darbishire had a very good library. He opened it freely to all the mistresses with the one condition that borrowed books must be returned.

“Mrs. Anson and Miss Vernon¹ were also on the Committee. Life was made much brighter and more interesting to members of the staff in those early days by the charming kindness and hospitality shown to them by different members of the Governing Body, more especially by Mr. and Mrs. R. D. Darbishire, Mr. and Mrs. Donner and Archdeacon and Mrs. Anson.”

It was a fundamental principle from the foundation of the School that an independent guarantee of thoroughness of work should be given to the public through some test by a University. The only possible way in which this could be done in 1874 was to use the new organisation of the University of Cambridge for the examination of schools. This Syndicate did not require the compulsory use of the ordinary Junior and Senior Local Examinations; it was prepared to examine a school on its own schedules of work. Considering the independent character that our School has always had, we cannot be surprised that the latter plan was followed. The School Report of 1881 says :

“Since Christmas, 1874, the School has been periodically examined by Examiners commissioned by the Cambridge Syndicate for the Examination of Schools. The reports of these gentlemen to the Syndicate have been regularly printed in full in the Annual Reports of the School. They bear testimony to the soundness of the teaching, the competence of the mistresses, and the constantly improving character of the work done.”

1. See Chap. ii, p. 36.

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Some girls also entered for the local examinations from time to time, though after a while it was found that the preparation for the Senior Local interfered too much with the general work of the School. The Junior was retained some years longer for younger girls, and the Cambridge Higher Local became the standard examination for the top of the School. This close relation to the University of Cambridge, which was thus the controlling power over the teaching work and the intellectual progress of the School, remained till 1898. (See Chapter VIII.) The Reports from the Syndicate were printed, word for word, in the Annual School Report, issued by the Committee, and form to teachers interesting reading.

The School library of to-day, which we show with pride, even to American visitors, and which is such a joy to the girls, was begun even in the early days of Portland Terrace:—

“The School Library is now a highly valued institution, the books being much read by both teachers and pupils. It consists of over 1,000 volumes. Of these many are the gifts of friends. The Committee wish to record their thanks especially to Mrs. Leisler, Mr. Darbishire and others for their large and valuable contributions. Other books have been added by purchase, a sum of £20 per annum being devoted by the Committee to this purpose. No books are received into the Library until they have received the sanction of the School Sub-Committee.”

(Extract from Report, p. 13.)

Other extracts from Reports show how the life of the School was growing and developing on every side:—

“Through the liberality of Mr. Thomasson, M.P., a Scholarship of £25 in the Training College for Teachers, Bishopsgate, London, was again offered to pupils in the High School. It was awarded to Annie Baker, who had passed the Higher Local Examination in Groups A and C.

“The Committee have much pleasure in calling attention to the List of Honours won by pupils of the School in the Cambridge Local and other Examinations. The good places gained by High School students is a satisfactory proof that the teaching of the School will stand the test of comparison with the teaching throughout England. It is gratifying also to have to record that above thirty girls who have been educated in this School are now succeeding well as teachers. Five students are carrying on their higher education at Newnham, whilst one young lady has just won for herself a Scholarship at Girton College, worth £80 a year, which she holds until she has completed her course there, namely, for three years.”

(Report of the High School Committee, 1880.)

This latter was Miss Jane W. Beggs, whom our generation knows as the Head Mistress of the Drapers' College, Tottenham, a post she has only of late resigned. One of her own pupils, Miss Helena Bourne, is Gymnasium Mistress with us now.

The following table, showing the number of pupils in attendance during the final term of each school year, is a proof of the steady growth of the School:—

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Last Term of Year ending		High School.		Preparatory School.		Total.
Dec., 1874	...	124	...	—	...	124
1875	...	237	...	—	...	237
1876	...	282	...	—	...	282
1877	...	252	...	72	...	324
1878	...	277	...	79	...	356
July, 1879	...	303	...	85	...	388
1880	...	321	...	81	...	402
1881	...	352	...	116	...	467

The number of Teachers employed regularly in the School during the Term ending July, 1881, was 25, besides masters and mistresses giving special instruction in French, Drawing, Music, and Calisthenics.

“Among former pupils in the School, who were last year students at Cambridge, Amy Welch and Eliza J. Kay have passed Group C in Class I.

“Of former pupils in the School, besides above, thirty who are teaching in families or private schools, ten hold mistressships in the following High Schools:—Halifax, Leeds, Manchester, and Wakefield; one lectures on History at the Pupil Teacher’s College, Liverpool, and several are engaged in work at Elementary Schools.”

(Extract from Report, 1881.)

The post of School Secretary was for many years an honorary one. It was first held by Miss Matilda Julia Vernon, one of the founders. She, however, left Manchester early in 1874, and was succeeded by Miss Livesey, and she, on her marriage, by Mrs. Roby (1876—1888), wife of H. J. Roby, sometime Secretary to the Schools Inquiry Commission. Dr. Wilkins said of her:

“Her interest in the School and her services to it were most valuable.”

In 1883, the name of Mr. Marshall appears as official clerk, the post no longer being honorary. Mrs. C. P. Scott, the Miss Rachel Cook of early Girton days, though not actually one of the first founders, had joined the Committee in the second year. She became Honorary Secretary for the Preparatory School, under Miss Whitlock, that was opened at 274, Oxford Road. In the Founders' Day address for 1906, Mrs. Tout, who knew Mrs. Scott's work, not only for the School, but for education generally, gives the following sketch of it:—

“Keenly intellectual, with many literary and artistic interests, she had also deep in her enthusiasm for humanity. This led her to devote a large part of her time to social, political, and educational work. She felt that girls ought to have as good a chance of a thorough education as boys. Therefore she spent herself for girls and women. In the days just before this school was begun ‘there were,’ it was said, ‘many schools for girls, and there were good schools. But the many were not good and the good were not many.’ To help to change this condition was one of the tasks into which Mrs. Scott flung herself with all the energy of her strong and direct character. Not only did she do much work for this School, but meanwhile she was also doing yeoman service, assisted, let us not forget, by Dr. Wilkins, in trying to get adequate provision for the education of women beyond the school stage, and it was largely through her influence and work that the Manchester Association for Promoting the Education of Women finally succeeded in securing that lectures given by Professors and Lecturers of the Owens College, should be opened to women. It was thus due partly to

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her that finally our Manchester University threw wide its gates and granted to women-students all degrees on precisely the same terms as to men. So she has a double claim on the respect and remembrance of all of us in Manchester who care about education."

From term to term the School grew very rapidly. In the second year, they had to occupy a third house, No. 373, next to the two others, and in 1876 a fourth house, No. 274, immediately across the road, was taken for a Preparatory School for younger children from 6 to 11, Mr. Donner estimating that with 80 pupils and 4 mistresses it would cover expenses. It grew rapidly, and the house next door, No. 276, was also taken, to be used chiefly as a dwelling-house for Miss Day and the mistresses. All this meant, of course, a very great deal of work on the part of the Managing Committee, in particular Mr. Donner, especially since, as we shall see in the next chapter, they were initiating movements of far-reaching importance to give the School a permanent public character. As one reads the documents, it is striking to note how the two sides of the work are dealt with simultaneously. One minute or letter will deal with the non-delivery of two chairs ordered from London, and a refusal from the Treasurer to pay the bill for them, while the next will be concerned with some great matter like an appeal to the central government in London. Every little chance for securing new subscribers or saving a small discount on an invoice was eagerly seized; accounts were carefully checked; as Miss Vernon says, "not a penny was wasted." But along with this care over details went on the working

out of great educational principles. One is irresistibly reminded of the Nasymth steam-hammer that can crack a nut, or forge a cannon.

There was room enough in those days for improvement in educational method. We shall quote again from Mr. Bryce's Report for Lancashire, which lays down outlines for work that the founders of the Manchester High School for Girls achieved :—

P. 795. "Even the absence of desks in which ink bottles are fixed, and where school-books, papers, and copy-books may be kept, as well as the want of a definite room or a definite place in the School where each class is habitually to assemble, helps to produce that irregularity and slovenliness which is so frequent a fault in girls' schools."

P. 675. "More may be done to give the grammar schools the advantage of the public school system.

"Other (advantages) might be secured by enlarging these grammar schools, giving them a more conspicuously public character, and fostering, by means of proper provision for sports, of a library and reading-room, of a proper place for the mid-day meal which so many find it convenient to take at School, the formation of a public spirit and corporate feeling among their scholars. These things seem trivial in themselves, but in the hands of a vigorous master, himself mixing freely with his pupils, they may be made the means of greatly elevating the tone of the whole body, and giving to boys that sort of patriotic interest in their school, its history, its associations, the past and present honours of its alumni, which is so highly prized in the great institutions of the South of England."

P. 718. "Defect greater in point of mental discipline than in point of knowledge.

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“(The boy) has been taught a certain number of facts and rules, not the relations of the facts nor the meaning of the rules. Little or nothing has been done to give him the power of applying principles, of grasping distinctions, of fixing his attention upon any one subject. His judgment has not been strengthened, nor has the habit been formed in him of seeking for a reason in the facts he observes. His attention has never been called to the natural laws under which he must live in the world. What is perhaps worse, he has not been made to like any subject. His interests, if he have any, are dormant; he is sent out into life at an age when education must necessarily be incomplete, without any desire to preserve and extend his knowledge.”

As a picture of what was being done under Miss Day to start a new system, we may appeal to the following, kindly furnished by the Misses Fanny¹ and Bessie Harrison. Descriptions of the work can also be found in the Reports issued year by year to the public by the Managing Committee. It also held annual meetings, where its principle of public guarantee and public support was carried out:—

“Since you ask for any reminiscences we have of the first days of the M.H.S.G., it has occurred to us that it might interest the present generation of girls to know how very different the education of girls was before the advent of that happy day when the M.H.S. opened on January 19, 1874.

“For the most part, girls of our own acquaintance had either a resident or daily governess, or went to a boarding-school, and to go to a ‘day-school’ was out of the question. *

1. Now Superintendent of the Junior School Department, M.H.S.G.

“Reading of books on all subjects, mechanical working of sums together with much learning by heart of dates, poetry, ‘Child’s Guide’ and ‘Magnall’s Questions’ constituted the whole of the lesson time, so that, when the new era of education began for us at the High School with the ‘lecture’ system, in which the Mistresses did the talking, and we sat and listened or tried to take down her every word,—the change was so great that we felt transported into another and a fairer land of learning.

“The said Mistresses were regarded as perfect oracles of knowledge and were revered and loved as never before, or shall we say—since? In fact, in comparison with the critical attitude of the present-day High School girl, the old unfailing attribution of infallibility to the mistress, is infinitely to be preferred.

“Miss Day herself was the embodiment of vivacity, and to attend one of her historical courses was an inspiration never to be forgotten. The memory of the room in the old house on Oxford Road, packed to the very door with from 80 to 90 girls, all intent and breathless to catch every word of the vivid portrayal of the incidents of the Peninsular War, is still a living picture. But this is hardly to be wondered at, when, long afterwards, one learned that one of Miss Day’s chief interests, at the early age of *five*, was to surround herself with many history books and compare them with each other!

“The rest of the earliest staff consisted of Miss Turnbull, a tall Scotchwoman, who for twelve years was the devoted and loyal Second Mistress of the School. Her word was absolute law, and she was perhaps the most popular mistress the School has ever had. Having lived in Germany, she undertook for long the entire teaching of German, and even made all grammar interesting.

“The other member of the Staff was Miss Woodhead

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(the late Mrs. Corbett), who was one of that early band of cultivated women who studied at Hitchin.

"The first days of the opening of the School were spent in a prolonged entrance examination, the correction of which must have afforded both amusement and dismay to the mistresses concerned. The first time we played a game, we were congratulated by the mistresses upon our enterprise, but after a few days fears were entertained that the floors would hardly bear any violent exercise, and therefore on wet days, until a wooden play-room was erected, we were obliged to keep fairly quiet during interval.

"The increase in the School was very rapid; fresh faces were seen day by day, until from the original 62, the members soon reached their hundreds."

While we can read with interest all these formal historical records, it must be remembered that the best record of those days is to be found in the careers of the girls who were then being educated in the new High School. Some have achieved academic and professional success; but most of them, of course, have given to their homes as daughters, wives, and mothers, the best results of their schooling. Some of these mothers come back-now-a-days to enter their own children, and, when asked about their school life, say with mingled pride and affection, "Oh, I was in the old houses in Portland Terrace with Miss Day." Those who have known both homes always declare with the Greeks, "The old was better." This, of course, is less literal fact than the loving idealization of those magic hours that bear on them the light of youth:—

“ I remember the gleams and glooms that dart
Across the schoolboy's brain ;
The song and the silence in the heart,
That in part are prophecies, and in part
Are longings wild and vain.
And the voice of that fitful song
Sings on, and is never still ;
' A boy's will is the wind's will,
And the thoughts of youth are long, long thoughts.' ”

The New Building

CHAPTER IV.

THE NEW BUILDING. 1875—1881.

The necessity for a suitable school building had forced itself on the attention of the Committee very early in the history of the School. They had a great deal of trouble with the houses in Oxford Road; the letter-books of the Treasurer bear witness again and again to the cost and effort necessary to adapt houses for use in this way, and to the unsatisfactory position of things when a public institution, such as the School had already become, did not possess its own building. Numbers were increasing term by term; house after house had to be taken to accommodate them; the necessary alterations were costly, and the result of so much trouble and care was not adequate to the toil involved. In the first Report of the School, December, 1874, we read:—

“The Committee, therefore, feel that they are simply discharging a positive duty when they thus appeal to the Manchester public to enable them first to purchase and secure a site, and afterwards to erect upon it suitable school buildings. With their present premises the Committee will go on doing all that can be done to promote efficiency; but they are quite willing to admit, as was said in last year’s Report, that commodious and ample school premises would give additional life and spirit and vigour and efficiency to teachers and scholars, and all connected with the School. And the Committee

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sincerely believe that there is no public work at this time called for in Manchester which is more deserving of liberal support than the work which they have undertaken to advocate and promote."

During 1875 and 1876 the Committee looked for sites in the neighbourhood where they had already begun to work so successfully, and which was thus proved to be the right district where should be placed the permanent building for a large school, intended, as its name shows, to supply the need for all Manchester. In December, 1876, they report as follows:—

"The Committee have to announce that after much inquiry and deliberation, they have selected and secured the option of purchasing a site for the new School at the corner of Rumford Street and Dover Street, near enough to the Oxford Road to be immediately accessible, while free from the dust and noise of that thoroughfare, and that it now rests with the public to enable them to proceed with their work of buying the land, and erecting the necessary buildings."

This site—the block between Oxford Road and Rumford Street, Ackers Street and Dover Street—was large and self-contained, and had been considered as a possible site for the College. The whole of this, however, was not to be bought; the portion open for sale remained for our School.

The minutes of the Governors' meeting show that in March of the following year they were preparing to complete the purchase. At a Committee meeting, held on January 10, 1877, it was announced that the Dover Street

site was secured. On March 14, 1877, the Treasurer reported the purchase of the land in Dover Street from Mr. Edmund Potter. Messrs Donner and Darbishire and Canon Tonge were to be trustees for the conveyance of the property, the chief rents to be £64 15s. 0d. + £225. On July 4, 1877, a Building Committee was appointed; this met frequently, from the autumn of 1878 up to the spring of 1882.

What remained to do—and it was no small task—was to raise the money for the building. Mr. Donner was Treasurer of the Extension Fund for the purpose, and conducted a very thorough personal canvass.

The original appeal of 1876 concludes thus:—

“The leases of the present premises will expire in 1880, before which year it is essential that suitable permanent buildings should be completed.

“Hitherto, although the supporters and Committee have always dealt with the institution as a public establishment, it has been felt to be more prudent to defer the actual preparation of the formal Constitution of the School Body until experience should have given a more certain knowledge of the fittest form for its organisation.

“The Committee have now, however, prepared a draft of such a document, and will in due time lay it before the subscribers for consideration. Its adoption must of course accompany the erection of permanent buildings and the actual foundation of what it is hoped will become the Manchester Grammar School for Girls.

“The Committee, then, require for the proper establishment of the School a sum of not less than £30,000, and for this donation they confidently appeal to the public of Manchester.

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“It is well understood that endowment, to the extent at least of providing the site and buildings, and maintaining the latter, is absolutely requisite for an Educational Foundation in which the fees are to be comparatively low while the education is thoroughly efficient. Such institutions can scarcely provide funds for mere establishment claims, without increasing the cost so as to exclude many of those for whom it is desired to secure the benefit of the School.

“The Grammar School for Boys has received large benefactions, and the appeals of the Governors of Owens College have been munificently responded to.

“The Committee earnestly plead for the new Foundation, one which is grievously wanted and which has already earned cordial appreciation and confidence, and which is certainly both morally and socially not less deserving of generous support than either of the older ones,—the MANCHESTER HIGH SCHOOL FOR GIRLS.”

The labour that was bestowed on raising this fund can hardly be appreciated unless one reads the original documents, whose quiet, businesslike phraseology allows only very rarely the expression of the zeal and ardour, the confident faith and resolute determination, which have given so many generations of girls and teachers an ideal building, full of happy work and happy memories.

The time was unpropitious: in 1877 and 1878 a period of bad trade and disastrous strikes set in, and there was even real distress among working people. The Fund therefore languished, and although the land had been secured, the Governors did not feel that they could proceed with the building when the Extension Fund grew so slowly; the subscriptions at the end of 1877 amounted

to something over £5,000, while the estimate of outlay for indispensable buildings was £15,000. The revenue account for the work of the School showed year by year, however, a steady, small profit, which was carried forward to the extension fund. The growing numbers of teachers and girls had to do the best they could with the inadequate accommodation of the houses for a little while longer; indeed perhaps the girls appreciated, more than the staff, the opportunities for extra play which this condition of things gave them. There are delightful stories old girls tell of these times!

“How well I remember afternoon preparation in the olden days! It was held in a room which had been used for dinner, so there was always a heavy odour of food about. Ventilation and light was far from ideal, for the window looked out upon a long covered passage, which was used as a dressing-room, leading to the play-room beyond.

“In this room at each side of two tables arranged like the letter L, on backless benches would be found seated twenty to thirty girls ostensibly doing homework. It must have been hard work for the mistress in charge, for she had to correct her own exercise books while keeping a restraining eye on the girls. How sleepy and cramped and restless we all used to get; but we had one safety valve, if only we could get permission to go upstairs to fetch a book! Many a time have I asked even when I did not want the book at all, just for the sake of getting a run. Then we rushed noiselessly but full speed up one flight of stairs to the top of the house, through the dividing doorway and down the next staircase, we went through two rooms to the third house, knocking boldly at the door and asking, in a loud voice, ‘Please, may we

come through; Miss X. said we might get a book?" Then up the third staircase and through the two rooms at the top of the house. If we could disturb a class so much the better for us and the other girls. Then down the staircase back to our place in the preparation room, feeling better for our escapade.

"There was always the spice of danger of meeting a mistress or even Miss Day; later this practice of running round the houses for a breath of fresh air was found out and stopped, and I shall never forget my dismay on returning to the preparation room to find I had forgotten to pick up the book which had furnished the excuse for my scamper.

"The changing of classes was one of the greatest difficulties in the old days, and yet what fun we did get. If the mistress was but one minute after the bell, when her door opened there would be a great solid phalanx of girls waiting to come in or come through. The girls in the class-room had to come out, and if it was a mistress who was impatient, then the word would be passed round to 'Push,' and push we did—the girls outside could not get in, and the girls inside could not get out."

At the end of 1877, the prospects of the new building looked happier. In the spring of that year the Building Committee was very busy. Its members were the Rev. Canon Tonge, Mr. Donner, Mr. R. D. Darbshire, Mrs. Roby, Mr. H. E. Oakeley, Mr. C. P. Scott, Mr. S. Dill,¹ and Mr. L. H. Tatham. The first set of plans did not meet the ideas of the Committee, and those who knew the School and its needs set to work themselves. Sir Edward Donner writes then:—

* The then High Master of the Grammar School : now Sir Samuel Dill, Professor of Greek in the University, Belfast.



The Library, 1911.

“I think Miss Day, Mr. and Mrs. Darbishire and I met at Mr. Darbishire’s house, and put on paper an outline plan of the School, practically as it now stands. Of course we put our front to Dover Street, and we wished for a north light for class-rooms. This, and the desire for good access at the back, and good emergency exits, while preserving all possible playground, guided us in our drawing. We put it into Mr. Murgatroyd’s hands, and found him most obliging and skilful in bringing it into a finished plan. The wide corridors, with class-room and dressing-room opposite, was, I feel sure, Miss Day’s idea.”

This account of the genesis of our building explains why it is unique, and exceedingly apt for its purpose. On 11th July, 1879, Mr. Murgatroyd’s plans were adopted. Meantime the Extension Fund had grown, many small sums being collected. Among the larger amounts may be noted £100 from the Bishop of Manchester, from Mr. C. P. Scott and from Mr. (afterwards Sir William) Houldsworth, £1,000 from two great firms, Beyer and Phillips, and £500 from those well-known friends of education at this period, Mr. and Mrs. Stephen Winkworth. The Behrens* family gave liberally; indeed it is not too much to say that all parties and all denominations supported the Fund. The contributions from the School revenue, even under the disadvantageous conditions of carrying on the School in five houses, amounted, by this time, to £3,000. It was therefore clear that financially the erection of a large building was justified. However,

* Mrs. Edward Behrens became a Governor in 1878, and served till 1899.

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the actual cash, to pay contractors for carrying out the excellent plans already made, was not in possession of the Committee, and some natural hesitation was shown in beginning. Indeed, there was even a talk of mutilating the plans, and managing with a building which was only second best. But no! there lived in the hearts of the Manchester merchants and lawyers who founded the School the spirit of antique chivalry—

“He either fears his fate too much
Or his deserts are small,
Who fears to put it to the touch,
To gain or lose it all.”

Means and friends were found. Mr. Darbshire was able to secure the interest and practical help of Mr. Thomasson of Bolton, whose name will always be remembered as one of the few very wealthy Englishmen who have given largely to education. He wrote on November 5, 1879, as follows :

“I assume that your Committee see their way to make interest and a profit out of the New Buildings if erected, and that they find it necessary to meet the demand for entrance by enlarging their premises. I also assume that they are not going in for expensive ornamental buildings, such as are so much in fashion now-a-days. If this should be so, I should be willing to lend £10,000 on mortgage as you suggest, and should consider I had given something to the School in lending at so low a rate.”

Sir Edward Donner very well remembers Mr. Thomasson handing him this large sum in notes, May 4, 1880. It was a fine action, done simply, almost austere, but it meant that the Manchester High School had its building.

Tenders were sent in for the contract, Dec. 16, 1879; after careful consideration the execution of the work was entrusted to Messrs. Southern, Messrs. Mills and Murgatroyd being the architects, and Mr. Ibberson Clerk of the Works. The Minutes of the Building Committee show the very careful attention given to every small detail that might make the building more suitable. There was some question about the ornamental tiles on the staircases; we must all be very glad that they were finally approved. We also read, February 4, 1880: "The Committee respectfully request Mrs. Fraser to honour them by laying a Foundation Stone in the new Buildings at some convenient time in the spring." This ceremony took place on Wednesday, 28th April, 1880, but unfortunately, owing to the death of the Bishop's mother, neither he nor Mrs. Fraser could be present. Prayer was offered by Arch-deacon Anson, and Mrs. Anson herself laid the memorial stone, the trowel used by her being one of the masons' tools employed on the building. Hymns were sung; the "Old Hundredth," and what is now our Founders' Day hymn, "O God, our Help in ages past." The stone is not marked, but it is believed to be in the pier by the steps on the main staircase to the playground, opposite the front door.

There is always, to the seeing eye, an element of interest, even of romance, in any big piece of practical constructive work, where the human will realizes itself and its purpose in matter, employing the forces of nature for the service of man. Such an achievement is not brought to a con-

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clusion without effort and sacrifice, and the building, when at last it stands up into the air, has cost much, besides money. It is a monument of men's resolve and toil; it may even have cost a life. So it was with the building in which our School lives and works. We have seen how much effort and thought and purpose the founders gave to bring it into existence; a humble workman, a symbol of those labourers whose hard rough struggles with earth and water have made civilization possible, was killed in the excavations by the sudden and unexpected fall of a mass of clay. He ought not to be forgotten, though his name is unknown.

The incident is not on record; it was related to the writer by a Manchester contractor who, when a young man, worked on the school building. His recollections are vivid and full of interest. "Times were good in those days," and the workmanship put into the fabric superior to what is being done at the present time, woodwork and all. The bricks were largely of local manufacture, coming from Openshaw, and hand pressed. The moulded bricks in the frontage came from Northwich; the terra-cotta from Sussex; this being one of the first jobs in the city in which this material, since so popular, was used. The stone was from Yorkshire. There is a curious break in the main wall of the building, quite obvious from the different character of the brickwork, where the stuff from the excavations, etc., was wheeled through to the road. They had to take out earth fourteen feet down for the big playroom, our gymnasium to-day. Constant care and supervision was given to the progress of the work by Mr. Darbishire

especially, and quaint stories are told of the precautions taken; the rain-water pipes, *e.g.*, were painted inside, as well as out, and the joists were watched with diligence, lest unseasoned wood might be accidentally used. It has lasted well, the work that was done in those busy months of 1880 and 1881.

Meantime the work of the School was equally steady and thorough. The Treasurer writes very appropriately, asking for a subscription from a wealthy Manchester citizen: "At the last Cambridge Local Examination for senior girls, the School obtained one First Class Honours, four Second Class, and one Third, which, I believe, is as good as, if not better than, any school in England." And again on March 5th, 1881, to a donor: "You will be very glad to hear that our buildings are making good progress on the upper floor. The work is so far completed as to enable one to judge of the general effect, and I have heard the opinion expressed that the School will be the most perfect of its kind yet created." The Treasurer's work at this time was more than usually heavy; the routine business of fees, salaries, letters about fees in arrear, payment of standing charges, went on as usual; and the subscriptions to the Extension Fund had to be called in, contractors and others to be paid; while any surplus funds for the time being were used so as to bring a good interest, and thus add to the money available for school purposes.

It may be noted that the final accounts show in 1881 a sum of no less than £1,208 17s. 5d. "interest, dividends and profit on sale of securities," a sum earned for the

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School by the Treasurer's skilful management of funds, that might otherwise have lain idle at the bank.

There was also a very considerable amount of business involved in getting rid of the three houses, 369, 371, and 373, Oxford Road, held on lease, and in the sale of the play-room that had been put up there. This latter was of course no longer required, and the frugal mind of the Treasurer was exercised as to how to sell it to the best advantage. It is sad to relate that after any amount of trouble and correspondence, it had to go for £15 as old building material! The houses, 274 and 278, on the other side of Oxford Road, were retained as a preparatory school and as a home for Miss Day and some members of the Staff. New desks had to be bought, the older set of single Preston desks with which we are familiar having come into the new building. They were very carefully criticised, and an error of three-sixteenths of an inch in one part of them was noted. At the end of August, 1881, "the place was still full of workmen," but things were getting ready, and Mr. Donner writes to Miss Day: "I think our new School will do us great credit." The official documents also show the arrangements made for the care of the new building. William Millward's¹ name appears for the first time; he is engaged as porter, and the house in Regent Street is taken for his occupation. The House Committee of ladies also considers the appointment of a lady house-keeper and of a staff of servants, Miss F. E. Walsh, who remained in this post till the end of the session 1899-1900,

1. Retired on a pension from the Governors, August 31st, 1911.

being chosen. On Wednesday, September 14, the School came into its new home, "dear Dover Street," as the girls call it now-a-days. The official Report in December of that year says, with equal feeling, but greater formality: "The New Buildings in Dover Street are now in full use, and give great satisfaction." We may conclude with some quotations, the first giving the feelings of an old girl about the building, and the others the financial details from Mr. Donner's reports as Treasurer.

"It is difficult to give impressions of the very early days in the new building. I felt so overpowered by the vast space. My one sensation was that I should never be able to find my way in this huge building, and I felt such a wee mite in those tremendous corridors and lofty class-rooms. This sensation of size and space was a great help to being good, and many who had been troublesome and tiresome in the old building found it easy to maintain discipline and keep the rules in the new school."

EXTRACT FROM REPORT FOR 1881.

Some statistics since Jan. 1st, 1874:—

1,123 pupils have been admitted.

£34,001 have been received in Fees, exclusive of receipts from dinner tickets and other sources.

£20,405 have been paid in salaries.

The total fees received in the year ending December, 1874, were £1,671.

The total fees received in the year ending July, 1881, were £6,473.

The School has paid over to the Extension Fund £3,000,

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and has in hand on 31st July, 1881, in cash and good securities, £3,046 16s. 8d. About £2,000 has been spent on furniture.

Extension Fund.

The total Receipts since the Fund was started have been as follows:—

	£	s.	d.
Donations, including £3,000 from the High School	8,958	16	0
Interest, Dividends, and Profit on Sale of Securities	1,208	17	5
Loan on Mortgage from Mr. Thomasson, at 4 per cent.	10,000	0	0
Total	20,167	13	5

The Expenditure has been, up to 31st July, 1881:—

	£	s.	d.
Chief Rent—4 years	1,135	16	8
Interest on Mortgage	451	6	5
Contractors	12,577	19	8
Architects and Clerk of Works ...	500	12	8
Other Expenditure	426	6	10
Total	15,092	2	3
Leaving a balance in hand of ...	5,075	11	2
	£20,167	13	5

It is hoped that this balance will nearly cover the cost of completing and furnishing the School. The School will then remain burdened with a yearly chief rent of nearly £300, and the mortgage of £10,000, costing £400 a year. It is very desirable that an effort should soon be made to obtain further donations and reduce the mortgage.

Incorporation and Endowment

CHAPTER V.

INCORPORATION AND ENDOWMENT. 1881—1884.

We have now come to a stage in the history of the School when it will be necessary to trace the steps by which it became a public institution with a corporate existence of its own, and by which it secured an endowment from the Hulme Trust. Most of this advance was achieved between September, 1881, when the new building was occupied, and December, 1884, just before the Pendleton School began although, as we shall see, much had been done towards incorporation and the securing of an endowment during the first seven years of the School's life. It is convenient, however, to deal with the whole subject in this chapter, and to include also some sketch of what the ordinary life of the School was, in the three years which this chapter covers.

Even the youngest child in School must have heard the phrase, "the Governors"; this is the familiar way of referring to the corporate body which, in the eyes of the law, *is* the School; it owns the School property, even to the oldest desk that is carelessly cut about by a thoughtless girl; it appoints mistresses, and carries on all the business of the place through its various officers.

The Committee which set to work in 1873 was a purely voluntary association, and had no more real existence in the eyes of the law than the School Field Club now, but

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it drew up a constitution and rules and observed them loyally, and it held its meetings in proper form.

It is interesting to notice the first clause: "The rules and regulations of the Trust for carrying on the North London Collegiate and Camden Schools for Girls, shall be adopted as the basis of the permanent constitution of the Manchester Public Day School for Girls."

Since the Committee included some of the leading citizens of Manchester, and the Bishop was its Visitor, there was, of course, every guarantee the public could require that things would be done properly, but when it came to performing a legal act, such as signing the lease of the houses for the School, Mr. Donner, as Treasurer, had to take a personal responsibility; he was the tenant, and as such he paid all rates and taxes. Presumably, also, if a mistress had found herself aggrieved in any way, she would have brought an action against Mr. Donner in a law court, not against the School.

This state of things was, of course, only provisional, and the Committee began very early the necessary steps to give it a proper legal existence. The simplest and cheapest way to do this was under the Joint Stock Company's Acts with the consent of the Board of Trade, and Prof. Bryce and Mr. Darbishire drew out a scheme for this incorporation, which was registered in 1877. One important reason for going through this legal ceremony, which took time and trouble, was for the purpose of addressing the Charity Commissioners, a body which had been established to deal with endowments for educational

and other purposes. The matter is clearly explained in the Report of 1880:—

“When the Committee appeared before the Commissioners they learned, however, that that body would only recognise them for the purpose of a merely experimental and temporary arrangement until they could present the Institution in such a shape, as a ‘Charitable Trust,’ that the Commissioners should have their statutory powers over it.

“The Committee, therefore, prepared a foundation deed, or deed of settlement of the property and funds of the School upon Trusts for its future management, which was duly completed on the 28th of April, 1880, and enrolled in Chancery. The property and funds were conveyed to the Trustees.

“The Association organised in 1877 has, accordingly, never been called upon to act at all, and it is proposed to take immediate steps for its formal dissolution.”

The report goes on:—

“During the last three years the Committee have been watching the proceedings connected with the establishment of a new Scheme of Management for the Hulme’s Charity, asserting the claims of the High School to a share of its funds. They have on several occasions memorialised the Trustees and the Charity Commissioners and Her Majesty’s Committee of Privy Council on Education on the subject, and have so far been able to secure at least a consideration of their demands. The business is still in suspense, and no actual arrangements have yet been made.”

Most people are aware that Secondary and Higher Education in England is in part financed from what are called *endowments*. Ours is an old country that has had

no revolutions; it has at the same time gradually changed and altered its laws and its political system to suit new needs. Schools like Rugby, and colleges like those of Oxford and Cambridge, almshouses, institutions of various kinds, and hospitals, possess property that was given to them in the past by their founders and benefactors, which they use for the purposes of their work. We consider, however, in England that this property is under the control of the State, and that the State can regulate the way it is held and used. Educational endowments, like others, have increased in value—in some cases enormously increased—in the course of time. The State has intervened in such cases through Parliament, inquired into the administration and value of the property, the way the revenue is spent, and the educational needs of the district; if it has seemed desirable, the State has made new rules for the tenure and use of such property. One of the new methods of use has been to allot such funds to the establishment and support of schools for *Girls*. In some cases the property may have been left for the education of *Children*, and the boys in the course of time have monopolised it; in other cases it was undoubtedly left for the education of men and boys. But if the amount is large, it has been considered that the public interest is best served by giving some of the advantage to girls, as the “pious founder” might have done had he or she been living to-day.

The Schools Inquiry Commission had been established in the first instance to inquire into the condition of ancient endowed schools, and as a result, there had been passed in 1869 an Act which explains itself thus. It begins by

reciting that the Commissioners appointed by her late Majesty have "recommended various changes in the government, management, and studies of endowed schools, and in the application of educational endowments, with the object of promoting their greater efficiency and of carrying into effect the main designs of the founders thereof, by putting a liberal education within the reach of children of all classes." These changes are to be carried out by the appointment of Commissioners who, by means of schemes, are to vary the trusts of educational endowments, so as to make them most conducive to the educational advantages of boys and girls. The last word here is of course of the greatest importance. The Act was modified somewhat by the new Conservative Government of 1874, and the Commissioners were thenceforward called Charity Commissioners.¹

It so happens that Manchester is particularly fortunate in the matter of ancient endowments. It possessed in 1880 three such foundations; the first was the Manchester Grammar School endowment, part of which was indeed mediæval, consisting of the profits from mills used for malting. Its resources, however, had somewhat diminished in value, and were really not enough for the purposes of the Grammar School itself. It was therefore, of course, impossible to suggest that they should share with new girls' schools, as was done in Birmingham, and through the Brewers' Company in London, for the Frances Mary

1. Their powers have now been taken over by the Board of Education.

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Buss Schools. Chetham's Hospital was another foundation, but the third was by far the most important, Hulme's Charity, which needs a paragraph all to itself.

This was not a very ancient foundation—it dated only from 1691—but the land it possessed had increased enormously in value, and was likely to increase still further through the development of industry in South Lancashire, and the consequent increase in the value of land. We are hearing a good deal about unearned increment in land at present; the Hulme lands, like the Harpur Trust lands in the City of London, which support the famous Bedford Schools, are excellent examples of the allocation of this increment to educational purposes. The origin of the Hulme Trust was as follows:—

“ By his will, dated October 24, 1691, William Hulme of Kearsley, in the county of Lancaster, devised and gave his messuages, tenements and lands of inheritance in Heaton-Norris, Denton, Ashton under Line, Redditch, Manchester and Harwood (subject to an estate for life for his wife in part of the said premises and to certain annuities which have long since determined) unto James Cheatham, William Hulme and William Baguly and their heirs for ever to the intent and purpose that the clear annual rents, issues and profits thence arising and growing over and above all charges and reprises should be paid and distributed to and amongst such four of the poorest sort of Batchelors of Arts taking such degree in Brasenose College, Oxford. . . . ”

The increase in the value of these lands had shown itself as early as 1770, and several private Acts of Parliament had been passed to deal with this increase,



Elizabeth Day—1888.

always in connection with Brasenose College, Oxford. Manchester people thought, however, that some of this increase ought to be devoted to educational purposes in Manchester, in accordance with the principles of the Act of 1869. A number of influential citizens entered on a crusade for this purpose, and in 1881 their efforts were crowned with success. A new scheme for the administration of all this Hulme property was established by the Charity Commissioners, making it possible for Manchester institutions to share in the benefits of the foundation. Hulme Hall is one of these institutions. As early as October, 1875, our School Committee had sent a memorial to the Charity Commissioners, which has so intimate a bearing on the subject, that we shall quote largely from it. It must be remembered that the Hulme money was left originally for the education of young men; there was no mention of girls or children, and so the friends of the School had to emphasize the need for girls' schools in Manchester, the importance of a first-rate building, and the impossibility of providing it out of fees. They also pleaded the cause of young women who might go to College.

The most important clauses of the memorial are as follows:—

“The object of this Memorial is to represent to the Charity Commissioners the propriety of devoting a part of the charitable funds connected with Manchester or its vicinity with which they may be called to deal under the Endowed Schools Act to the improvement of the education of girls.

“3. The High School for Girls was founded in consequence of the feeling among persons in Manchester interested in education, that the provision previously existing for the instruction of girls was lamentably insufficient and to a great extent given in small private schools, such as those whose general character is so fully stated in the Report of the School Enquiry Commission, that it is needless to describe it here. The great and rapid success which has attended the High School shows both the need that existed for such an institution, and the willingness of parents to avail themselves of the better education thus offered at a moderate cost. It was opened in two adjacent houses in Portland Terrace, Oxford Road, in the month of January, 1874, with 62 pupils. In the second term (the school year being divided into three terms) 104 pupils attended; in the third term 148; and now, additional rooms having been secured by taking a third adjoining house, the attendance has risen to 242, the full number which the building can accommodate being 250. There can be little doubt that this number might be largely increased, if only proper accommodation could be provided. The school is intended to be open for any girls of suitable age, character, and ability, without any distinction as to religious profession or social rank.

“7. The superiority of a day school under public management over private adventure schools often small, uncertain in their duration, and which have no guarantee for the competence or energy of their teachers, is so clear and seems to be now so generally recognised, that your memorialists need not dwell upon it. It may, however, be remarked that no place can be named where the necessity for such schools is greater than in Manchester. They may also urge that the education of girls is as much a matter of public concern as that of boys, and one to which charitable funds may properly be applied, even where girls are not expressly mentioned in the instrument of foundation.

“9. Hulme’s Charity, the second of the three foundations referred to above, has large and increasing revenues, which are mainly employed in enabling young men to pursue their studies at the University of Oxford, and it is understood that the Trustees hold accumulations of unemployed income. As practically no provision now exists for enabling young women of industry and ability, but of limited means, to carry on their studies beyond school; as the number of young women who desire to do so increases daily, and will, it is hoped, by reason of such foundations as that of the High School, increase in the future still more rapidly; and as institutions have lately arisen such as Girton College, and Newnham Hall at Cambridge, where girls’ studies may be prosecuted in a thoroughly satisfactory way, your memorialists confidently submit that the time has come when the claims of women who desire a higher education but cannot afford the expense of it, should be considered and provided for as those of men have been. The object is one of great public utility, for at present the chief difficulty in the improvement of girls’ schools is the paucity of highly educated teachers; and such teachers can seldom be procured except from institutions like Girton College, whose charges are beyond the private means of many of the most promising pupils in the High Schools for girls. Your memorialists therefore attach great importance to the securing for such a school as theirs of Exhibitions of from £30 to £60 a year, tenable for three years or so, at some place of superior education, and submit that it would be a most beneficial application of such charitable funds as those of the Hulmeian foundation to appropriate a sufficient portion for this purpose. They respectfully submit, moreover, that the High School itself may very properly claim to be well entitled to receive from the Trustees of Hulme’s Charity a substantial gift of capital or annual endowment. The accumulations of their income, mainly

arising from property in Manchester, are understood to be very large and to be annually increasing. This augmentation is due directly to the development of the city, and doubtless indirectly to the labours and increase of the class from which the school draws its pupils. Your memorialists, therefore, contend that a very important share of the income of the Trust ought to be dispensed in assisting local efforts in Manchester, and of such efforts they confidently assert that there is none more deserving or more in need of help than that for the establishment of better provision for the education of girls."

One cannot read this clause 9, drafted so long ago, without a thrill of gratitude and satisfaction, when one contemplates the result to the young women who have held Hulme exhibitions, won for them by the efforts of those memorialists of 1875. At School we see every day the names of these women on the Honours boards in Hall; some of them are or have been Head Mistresses, like Beatrice Holme, Edith Lang, Margaret Lea, Mary Elizabeth Windsor, Jessie Headridge, Louise Hugon, and others; some, College lecturers and tutors, like Margaret Taylor, Eleanor McDougall and Mary McNicol; some have taken up public work, like Alice Crompton and Irene Knowles, or administration, like Maud Vernon; a large number are assistant mistresses in good schools, like Mary Hewitt, Mary Higgs, Mary Barnes and our own Annie Nuttall; some have taken up Medicine, like Olive Claydon and Agnes Taylor; but one reads perhaps with most satisfaction the names of those who are happily married, and who have proved that high intellectual distinction,

and a successful College career are no impediment to a woman's natural vocation as a wife and a mother.

The Memorial ends by referring to the proposed incorporation of a Governing Body:—

“ In this way it is hoped that the Governing Body will command more fully than any other body of privately elected trustees could do, the confidence of the public, that it will be felt to represent the city, and that it may be thought the fitter by you to be entrusted with the application of a fair part of funds which in days gone by men, then in advance of the age, settled for the promotion of education. Your memorialists cannot believe that such men would in the present day have excluded girls from the benefits of their endowments.

“ On behalf of the Committee,

“ B. M. COWIE, *Chairman*.

“ Manchester,

“ October, 1875.”

In 1877, the Committee address another memorial to the Charity Commissioners, and “thankfully acknowledge the response made to the representations of their memorial of October, 1875.” They summarize the progress of the School, which then held over 250 pupils, and refer to the old ideal, the position of these Schools as Model Schools of the kind; and there appears also an allusion to the need for training teachers, for which they were prepared to make the School available (“for the present experimentally”). They definitely asked for a share of the Hulme money, and were even prepared to consider whether the School might become the Hulme Girls' School, if its open character could be maintained.

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In the last clause, they urge strongly the importance of having a large proportion of women members on the Governing Body. "As a representation of the special experience and aptitude of women for such work, they are satisfied that the success of their own High School is largely due to the active participation of many women in its management." Here, as in so many other matters, our Founders were indeed in advance of their time, and put into practice principles which have since received a much wider application. The result of these Memorials, and of all the work that was going on month by month in their support, appears in the Report for 1881.

EXTRACT FROM THE NEW DRAFT SCHEME OF HULME'S
CHARITY, DATED 26TH AUGUST, 1881.

Payment to	<i>"The Girls' School.</i>
Manchester	" 66. Subject as herein provided, for such
High	a period, being not more than 3 years from
School	the date of this Scheme, as the Charity
for Girls	Commissioners may approve, the Governors
Trust.	shall pay to the Committee of the Charitable
	Trust named the Manchester High School
	for Girls Trust established under an Indenture and a
	Deed Poll dated respectively the 28th day of April, 1880,
	or as such Committee may direct, a yearly sum of not
	less than £500 nor more than £1,000 to be applied by
	such Committee for the purposes of such Trust.

"If within one year from the date of this Scheme the Committee and the Trustees of the said Manchester High School for Girls' Trust shall apply to the Charity Commissioners for a scheme for the administration of the same, the Governors shall apply to such Commissioners for a scheme for permanently appropriating to

such Trust out of the income of the Foundation in a manner not inconsistent with the provisions of the Endowed Schools Act 1869, and amending Acts, such a yearly sum as such Commissions think fit.

“If such a Scheme as last aforesaid is not established within 3 years from the date of this Scheme a School for Girls hereinafter referred to as the Girls’ School, shall be established under this Scheme as herein provided.”

The Minutes of Committee meetings during the autumn, read as follows:—

“Mr. Darbshire reported that the Hulme Trust Scheme was finally settled, and that it came into force on the 26th July of this year.

“(1) Resolved:—That the Treasurer do make application to the Governors of Hulme Charity for such grant as the School may be entitled to under Clause 66.

“(2) That steps be taken to prepare a draft Scheme in accordance with the second part of that Clause.

“That the Treasurer, Mr. Darbshire and the two Secretaries be a Committee for preparing the Scheme and getting it forwarded.

“Hulme Charity.”

“The Sub-Committee for Hulme’s Charity presented their Report. It was resolved, on their recommendation, to apply to the Charity Commissioners for a scheme for the administration of the School.”

Meantime, what was the School doing? It was going on very happily in the new building, the numbers having sprung up to nearly 550; in the first session there (1881–1882) there had been 207 new pupils—they must have had a very busy year. For the first time, Miss Day was absent

through illness during the session, the result of shock and injury to the eyes and face during a railway accident near Blackburn, when she was going to Scotland for her summer holiday. Instead of this, Miss Day was obliged to spend three weeks of that vacation, when there was so much to do for the new building, shut up in a dark room and fed on arrowroot. A London surgeon afterwards said to her: "You may think it very lucky that you are not a lady at large; if you were, you would have shattered nerves, and probably be more or less an invalid all the rest of your life." Such an experience must, of course, have made the first year in the new building very trying to her. In the next session, February, 1883, in consequence of family circumstances, Miss Day sent in her resignation, but fortunately was induced by the Governors to defer for a year leaving the school. During this time conditions changed, and in November, 1884, Miss Day writes to the Governors:—

"I rejoice to find myself able to remain in Manchester, and therefore gladly accept the kind proposal made to me last Wednesday, that I should withdraw my notice to leave, and retain the Head Mistress-ship of the High School for Girls."

Though this incident had no consequences, it enables us to show how Miss Day's work was appreciated, as will be seen from the following resolution of the Governors passed on the receipt of her resignation:—

"It was unanimously resolved:

"That the Committee receive with the greatest regret Miss Day's resignation of her office of Head-Mistress.

"They cannot do so without wording their conviction that the admirable organization and the very remarkable development and practical success of the High School are mainly due to Miss Day's genius and devotion. Whilst leaving to private friendship the expression of esteem and affection which Miss Day has won from every member of their body, they can only assure her of their never-failing satisfaction with the manner in which she has discharged every duty of her office. They beg to offer her their best wishes for her success in her future career in which they shall all take the warmest interest."

Another resolution of the Governors may also be quoted in full:—

"Assembling."

"Resolved, on the recommendation of the School Committee that the Teachers and Scholars be required to assemble at nine o'clock each morning for the High School in the Hall, and for the Lower School in the playroom; that non-attendance may be taken notice of, and for general notifications or address.

"That Teachers and Scholars who are not in the assembly at nine, shall enter their names in the Late Books provided for the purpose."

It is clear from this that people who forget to sign the Late Book commit no slight offence! The Treasurer writes to Miss Day on January 26th, 1882: "I think we are developing the usual tendency to live up to the style of our larger premises"; and there certainly was some extravagance about coal for the new building; it is considered to be very dear at 15s. 10d. a ton. Mr. Donner says: "I am paying for my own house 13s. 10d." It was perhaps the desire to live up to the style of all these new

developments that made the Governors resolve, on December 7th, 1881, as follows:—

“That the School Committee be requested to inquire into the teaching of Science Subjects in the School, and to report upon a mode of making systematic Science teaching a definite portion of the School course. The Report to be ready for the consideration of the General Committee at their meeting in May next.”

What is now the Biological Laboratory, with a beautiful teak top to its table, was fitted up for Chemistry, and Mr. Arthur Smithells, now Professor of that very important subject in the University of Leeds, then a Demonstrator at Owens College, was appointed to give lessons.

This arrangement, however, was not permanent, and Miss Day was asked to report on Science teaching generally, in the spring of 1882. She herself had grave doubts as to the suitability of Science teaching, especially Chemistry, as then taught as an educational training, and her report shows the course of study in Science, and may be summarized as follows:—

“Classes I and II. Ages 9—12, had object lessons on animals, plants and the human body, and Geikie’s Physical Geography. The III’s, at 13 years of age, did Botany, parts of plants and classification, and read another Physical Geography book. In the IV’s, they finished this work, and did a little Geology if they had time. They had two lessons a week in elementary Physics, and in Botany did schedules and harder orders. In the V and VI, Geology (Bonney’s Manual) or Botany, microscopic work, was studied. They tried Wormell’s Mechanics, but found it too hard for all but a few.”

Even in 1882, the problem of curriculum had made itself felt, and the difficulty of getting in Science as well as literary subjects, which we feel so strongly to-day, was even then puzzling the Head Mistress, as the following extract from her Report shows:—

“In Classes V and VI the mornings are spent in :

12 lessons in 2 languages and Mathematics or in 3 languages=4 lessons a week in each subject.

1 lesson in Arithmetic.

2 lessons in Modern History.

1 lesson in English Literature.

1 lesson in English Language.

1 lesson in Composition.

1 lesson in Chemistry or Political Economy.

1 lesson in Calisthenics.

Drawing, Singing, Harmony, Sewing, Geography, Botany and Geology, as well as the Bible Classes, come in the afternoon for Classes V and VI. A selection has to be made, as only five out of the eight can be taken.

“Ancient History is another subject which has had to be dropped, owing to the increase of time given to languages.

“I can see no way of giving greater prominence to Science teaching except by lessening the time in the morning now devoted to languages.

“In arranging any scheme for the Science teaching it must be borne in mind that not only the school hours are limited, but the time which can be given to preparation is limited also. I believe for most girls, six hours a day is all that can be safely given to head-work, and this only leaves two hours a day for the whole amount of preparation, as in the morning four hours are spent in head-work.

“ELIZABETH DAY.”

The succession of Science mistresses presents some features of interest. Botany was at first taught by Miss Duncan (Mrs. Robert Adamson). Later Miss Edith Aitken,¹ who had just come down from Girton, taught for a time; she was succeeded by Miss Alice England,² and she by Miss Florence Eves, B.Sc., who had been one of Miss Buss's girls, and was trained at London University. Then came Miss Steedman of Girton,³ and after that we were able to get one of our own old girls, Miss Coignou, from Newnham College, Cambridge, who had initiated Science work at Pendleton, and who was for years head of the department at the Manchester School.⁴

In midsummer of the year 1882 Miss Whitlock was obliged to resign owing to the state of her health. The members of the Committee both privately and officially expressed to her their great regret, and their hearty appreciation of all that she had done for the Preparatory School.

The Library received valuable gifts from Mr. Charles Rowley, the framed drawings by F. J. Shields which we all know; £25 from Miss Marion Ashton, now Mrs. James Bryce; and £135, a legacy from Miss Hannah Brakenbury. In December, 1882, the Junior Library was established. The 1881 session also saw the foundation of our first College Exhibition, the Mary Bradford, £500 being given by this lady. The interest has since been devoted to

1. New Head Mistress of the High School, Pretoria.

2. Now Mrs. Alfred Pollard, London, a well-known writer and speaker on questions affecting women.

3. Sometime Head Mistress of the High School, Bloemfontein.

4. Now Woman Inspector to the West Riding Education Committee.

sending girls to College. That our tradition for good work in Classics was already being established, is shown by the results of the Cambridge Locals that year, when Beatrice Holme won the Lady Goldschmidt Prize for Latin. (Alice Lamb, as a Senior, doing very well in Geology.) At this time, the head of the Classical department was Mr. C. L. Graves (Christ Church, Oxford), who had done this work for some years. He was obliged, however, to resign at the end of the session, and the Committee, after a very careful inquiry, appointed the late Miss Dabis, of Newnham College, who left only to become Lecturer in Classics at Holloway College when it was opened. Since her time, the succession has never been broken, the classical mistresses being, Miss Elsie Clark,¹ Miss Macklin, Miss Slater,² Miss Limebeer,³ and Miss Lilley. Greek was added to the curriculum in 1882.

We must not forget the party given by the Committee, on January 30, 1882, for parents and friends. It must have been a very delightful one, and there is extant a letter from Miss Day thanking the Committee on behalf of the staff.

The long connection of the firm of Edwin Marshall and Co. with the School now begins. Mr. Marshall first came as an auditor in 1882, and a little later was made Registrar, July, 1883, or, as his post is now termed, Clerk to the Governors. It was felt that a representative

1. Sometime Head Mistress of the Liverpool College for Girls.
2. Now Head Mistress of the Maida Vale High School.
3. Now Head Mistress of the Wallasey County High School, Cheshire.

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body dealing with public money and interests should have its work done by an official. One wonders, indeed, how Mr. Donner had been able to do all the work up to this time. Legal business had been conducted by Mr. Darbishire's firm, as indeed it still is, when required, through our present Treasurer, Mr. Leonard Tatham. The increasing size of the School made necessary also the appointment of a Secretary to the Head Mistress, Miss Mary Butcher being appointed. Miss Cheetham and then Miss Pollard, who were first ordinary mistresses in the School, succeeded her when Pendleton was opened. The School Report for 1883 contains, beside ordinary business, some facts of human interest:—

“In the Senior Local Examinations in December, Caroline Coignou, a pupil of this School, was first in all England in Botany, whilst in the Junior Division of the same examination Edith Lang, another pupil, was second (girl) in all England in Mathematics, and won Lady Goldschmidt's prize. Of ex-pupils who have won external distinctions, the Committee refer with pleasure to Edith M. Sharpley, Newnham College, Cambridge, who took a I Class in Part II of the Classical Tripos, and to Jane W. Beggs, Girton College, Cambridge, who gained a III Class in Part I of the Classical Tripos.”

These first successes were, of course, peculiarly gratifying.

We must, however, return to the legal questions which form the main subject of this chapter. During 1882 and 1883, a great deal of business had been going on about the Scheme under which the School has since 1884 lived and worked:—

INCORPORATION AND ENDOWMENT III

“The negotiations for the purpose of obtaining a scheme from the Charity Commissioners for the government of the School may now be said to have terminated. The scheme, as approved by the Commissioners, was presented to the Committee of Council on Education in July last. When the necessary delay interposed by the Act for the purpose of receiving objections has expired, the scheme will become law. There is a reasonable hope that this may take place in the first half of 1884.”

(Extract from School Report for 1883.)

This document is to the School what a charter is to a University; by it the School became a Public Endowed School, just like the Manchester Grammar School, or the great public schools for boys. It was issued, like all such schemes, by the authority of Her Majesty in Council, and thus, in time to come, the School may claim to be a Victorian foundation, just as the Edward VI. schools go back to the 16th century. The Scheme provides for a perpetual succession of Governors, gives them instructions as to what they are to do, and they have no powers other than those conferred by the Scheme. The Scheme can be amended through an application to the Board of Education, and a rather lengthy legal process, but nothing except an Act of Parliament can destroy the existence of the School. We may note in this connection that those members of the Staff who pay income tax are returned in Schedule E as officers of public bodies.

The Governors were naturally much the same in actual membership as the old managing Committee. The names of a certain number were put into the original scheme,

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which provided for the appointment of others by representative bodies, especially Universities. As a matter of fact, these bodies naturally appointed for the most part, persons connected with them who were already members of the managing Committee; thus there was no breach of continuity. In the School Report 1884, Mr. Donner's name appears as Chairman, but he still kept his work as Treasurer. Mr. Darbshire, however, was not satisfied with the new scheme, and withdrew his name. In their report for 1884 the Governors state that the Scheme "came into effect on the 2nd of February of this year. It is pleasant to be able to report that the change is made under favourable circumstances. The financial condition of the School is sound; the buildings are in good condition; the moral tone of the School is excellent; the examinations give evidence of good educational work; and there is abundant proof of vigorous life in every department."

According to the present custom of the Board of Education, which is revising the schemes of all endowed schools, this Scheme has now been replaced by a new one, bearing date 24th January, 1911, that preserves, however, the special features that have made our School what it is. May the words of 1884, which are quoted above, still remain true under the new Scheme!

TREASURER'S REPORT FOR YEAR ENDING 31ST AUG., 1884.

"According to the Scheme a capital sum of £15,000 is payable to the School by the Governors of Hulme's Charity. Of this sum £10,000 was paid over on 9th August, and was applied in repayment of the

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mortgage of £10,000 on the School buildings. The School is indebted to Mr. Thomasson, M.P., not only for the terms on which he originally lent this sum, but also for his accepting repayment without the usual length of notice.

“The Extension Fund Account is now closed. The School, with fittings and furniture complete, may be taken to have cost, as it now stands, £22,000. The donations to the Building Fund were £6,066 17s., while from its own savings the School contributed £6,254 2s. The balance of the cost was defrayed by the mortgage of £10,000 already referred to, which has now been paid off by means of the £10,000 received from the Governors of Hulme's Charity.”

Maturity

CHAPTER VI.

MATURITY. 1884—1892.

In tracing the history of the School we have now arrived at a period when all that was necessary for its well-being had been achieved, and when it had entered upon a full and complete life in its own building. A picture of what that life was, can best be given in the words of old girls who were then sharing it, and helping to build up the traditions of the days to follow. Fortunately it has been possible to obtain such sketches from several different writers; though they cover the same ground, yet each brings something fresh and new to an understanding of what things were like in these first days of maturity. We begin with the reminiscences of Mrs. T. F. Tout (née Mary Johnstone):—

“I was at the School from 1886–92. Miss Day was quite the central and dominating figure in the School. She was, of course, a good deal older than when Miss Turnbull described her and was no longer ‘slim,’ but had that alert, bright, quick manner that would have made any lazy people (very few there were), feel ashamed. She always walked quickly as if time were precious, and, without seeming to observe much, saw, I think, most things. Sometimes she would sit in a class-room during a lesson, knitting quickly all the time, rarely glancing up, never joining in the lesson, but listening with a smile which banished the fear that otherwise we might have had. I always think of her

with her knitting in hand. She was fond of green, a dark hunter's green, and usually dressed in green cashmere. On the rare occasions when she addressed us in hall, she spoke briefly, but stirringly. One rather felt, than knew by anything she said, how high her standard for the school was, and how grieved and surprised she would be if her girls did not prove themselves proud to maintain it. One felt she despised vanity, silliness and tittle-tattle, and there was little of any of these in the school. In my day, 'prayers' were said in the dining-hall, and only a handful of girls attended, but I shall never forget the intimacy and beauty of those little ten-minutes' services. Miss Day read prayers, and Elsie Woodhouse played the harmonium for the hymns.

"One of the great events in my school career was the choosing of the school colours. Miss Day addressed the assembled School, and great was our excitement. Manchester, as the eldest of the three Schools, was to have the first choice, and the agitation as to maize or green or rose, was very great. We had a day or two after seeing the colours to deliberate, and then we all voted, and maize was chosen by a great majority by Manchester. This choosing of the colours must have been before the first public Speech Day in the Free Trade Hall. I well remember the School practising under Mrs. Cooper's tuition 'If wishes were horses,' etc., for Speech Day.

"Miss Day always upheld simplicity and common sense. Each Xmas she expressed a wish that girls should *not* come in white party frocks to the school-parties, as she feared draughts and colds for them, as the front door was opened from time to time. Of gatherings of the 'Old Girls' she was always, naturally, the centre and magnet, and old girls from the very opening of the School used to be present. She was full of kindness and thoughtfulness. I well remember, for instance, that the family of a school-fellow invited me to

a party which I should have had to decline, as the return to Stockport would have been too late. Somehow Miss Day heard of the party and insisted on my spending the night at her house. Averse as she was to any demonstration of affection or of emotion of any sort, the evidences of tenderness we elder girls received when she bade us 'good-bye' on our sad last day at school, or when she congratulated us on any success were doubly precious. As a teacher, she held the attention of all. Her Roman History lessons were models. We looked forward to them intensely. She brought maps and photographs and busts. After each of her longer holidays abroad she gave the School a narrative thereof, and we loved her vivid, terse description, which made every scene and incident real to us.

"Miss Day had and has a wonderful memory for faces. If she sees one of her old girls now, after perhaps not seeing her for many years, she is able to 'place' her at once, and to remember all about her school career and history. Considering how many hundred girls passed through the school in the many years of Miss Day's Head-mistressship, her power of keeping distinct in her mind the personality of each one is very remarkable. Her keen interest in the welfare of old pupils is a thing for which they feel very grateful. Her Xmas and birthday letters are eagerly looked forward to in many parts of the world by 'old girls,' and by the children of 'old girls' who have heard much of their mother's head-mistress, and have been delighted every Xmas to find themselves remembered no less than their mother, by word or card or little gift, from Miss Day. She has a large heart able to hold many friends."

Another student of History (Miss Alice M. Cooke),
Lecturer at the University of Leeds, writes:—

"I believe it was in the year 1883 I entered, and my recollections are getting somewhat dim as to detail,

but my general impressions are of course sharp and clear.

“ I came from a private school and entered late, and my first definite impression was a sense of satisfaction that I had come before it was too late. For in the Middle Fourth, in which I was placed for one term (to be removed to the Upper at Xmas), I had to begin Latin and Mathematics. This gave me Miss Dabis for Latin, and so I came at once under the strongest influence of my school-life in Manchester. Miss Dabis had been appointed that year, I believe, from Newnham, and under her I began both Latin and later, Greek. From Miss Dabis therefore and from Miss Rogers (now Mrs. Watson), who afterwards took me for History, I got the teaching which influenced my later work most. But I also remember well, and with grateful affection, the others who taught me more occasionally, but who made up the sum of my school impressions, and to whom I owe all that I had the grace to receive. Among them was Miss Welch, who laboured over my Mathematics (it was my worst subject, though she loyally declared she could not imagine why) for the Victoria University Preliminary; Miss Dendy, my first form mistress; Miss Adamson, my very occasional teacher, but friend in later years; Miss England, whom I had regretfully to leave for more purely Arts subjects; Miss Ingall, whose austere sweetness and gracious severity only a few of us (who went to her house) perhaps understood; Miss Dolby, Miss McCroben and others I admired from afar. They did not teach me, I think. Last, but not least, I remember Miss Day herself, who taught me History for a term or two, and of whose vivid personality, as it impressed itself upon the School and upon every detail of its organisation, I then got my first impressions—one being a sense of wonder that she should know about and interest herself in me individually.

“ At the end of my first term I was promoted to the



Photo by Lafayette.

Mary Tout (née Johnstone).

Pupil, 1886—1892.

Governor, 1900—.

Upper Fourth, and with a particularly nice and, I thought, clever set I moved through the Upper Fifth, Upper Sixth and Seniors. I think we almost all left together after one year in the Seniors, where we had a common room of our own and a freedom we greatly enjoyed.

"How well, too, I remember the moment we approached the Greek verbs; Miss Dabis' humorous resignation at the prospect, our unconsciousness of its cause and subsequent awakening; lessons of storm and stress, and an ultimate acquaintance on our part with the habits of those verbs which I now know to have been unusual and only wish I had kept up. Many modern ideals of education were not born in those days, at least in this country, and others were in their infancy. The thing that mattered was that we should know our work, and to our lasting good, we realised this and got to know it so as to save time.

"Of our History teaching I must say a word. It was from Miss Rogers' class for the History group of the Cambridge Higher Local that I definitely entered upon the line of work I have since followed. Miss Rogers introduced us to the closer study of a few of the greater and more scientific historians from whom, I, at least, got a lasting love of the subject.

"It was from the working side of the School that I personally profited most. Its methods—its standards—permanently impressed themselves upon me. Of its social life I saw comparatively little, though more in my Senior Year than in any other. I was at the reserved, sensitive and lonely stage during most of my High School life; but, unresponsive as I doubtless seemed, I was even then aware of my debt to those who in a few months, or a year or two, had pulled me up to the public school standard, had taken out of me habits of spasmodic working, and given me a little

share at any rate in the mental discipline and training which were, in my opinion, the School's best gift to us.

"In the summer of 1887 nearly all my year left with me; Miss Dabis also going to Holloway. Several went to Cambridge, appropriating some of the best open Scholarships of that year.

"But there were other possibilities then opening up for those of us whose parents wished us to work at home. The Owens College had opened many of its classes, especially the Arts Classes in preparation for degree courses, to women, and the old house in Brunswick Street had been established and placed under Miss E. C. Wilson as Women's Tutor, for their accommodation. It was to these classes that Adelaide Trevor and I went, having been preceded, I think, the year before, by Alice Crompton, Edith Johnstone and Amy Mullock, and a little earlier by Edith Lang and one or two more. At the house in Brunswick Street many classes, not merely preliminary ones, were still held. For some reason in my first year the Greek Honours classes (perhaps the Latin too; I was not in those) were held there, and I remember well the bare and humble little room to which Professor Strachan so kindly came, and in which he was so much more accessible, and indeed interesting, than in the larger class across the road later. Here we read Aeschylus with an enthusiasm we had no need to disguise, and here we handed in our modest and anxious efforts in the manner of the Grecians. We were, however, admitted to the College classes for the most part when we had passed the Preliminary, as the Matriculation was then called. Our presence in the College—even outside the class-rooms—was recognised by the provision of an umbrella-stand, but this might have been because previously the umbrellas had made little rivulets of water in the class-rooms, causing the lecturers—it was said—to execute skipping movements in their perambulations about the room.

“ But the life at Owens College in these early days was a very interesting one, more so, I think, in some ways even than now. The developments of which we must all be so proud have not been all gain. I could tell many stories of our shy efforts to establish ourselves within the College walls and of our ultimate success, with Miss Wilson’s ungrudging help, in securing a tiny room at the very top of the building guarded from the main corridor by an iron gate. From these small beginnings have grown the beautiful buildings now set apart for the women’s use, or for the joint use of men and women.

“ We had good friends, though still, I may add, a few good enemies, on the College and University Boards, and hardly a year passed without a point being scored on our behalf in the further opening up of opportunities and facilities for our work. Scholarships were gradually thrown open as we made application, and, at the end of my student years, I had the honour of receiving the first Fellowship awarded to a woman.

“ Though we might have seemed to lead a somewhat precarious existence in the College, and were in a not entirely unwholesome state of self-repression in consequence, our ultimate success was secured in my time, if not earlier, largely by the steady efforts and unfailing support on the staff itself, of Dr. A. W. Ward (now Master of Peterhouse), Dr. Wilkins, Dr. Robert Adamson and others, both outside and within the College, less well known to me. We entered, too, upon the labours of an earlier band of women, for the close connection of the movement for the higher education of women in the North, with that which founded Newnham is often forgotten. Miss Clough’s work and influence in her own county were, at least, as epoch-making for women’s education as in Cambridge.”

Mrs. Tout writes of these early days at our own University of Manchester :

"They had a hard and a long fight, for when women were first admitted to the Owens College it was only on sufferance, and only those who had been winnowed by having passed the 'Preliminary' examination were admitted within the walls of the College itself, all others having separate classes in a somewhat dreary house near by. The progress of the women from the first corner within the College they possessed, namely, an umbrella-stand, to an attic previously tenanted by glass cases of stuffed fishes, next to a real 'common-room,' small, but acceptable, to their present palatial abode, a beautiful common-room, which the professors renounced in their favour, forms a story dear to every Manchester woman."

About this time a marked impulse was given to the History work in the School by the appointment, in 1888, of Miss Agnes Simons, a distinguished student of Newnham. She was a highly cultivated woman, exercising strong attractive force over certain girls. Throughout her period of service till July, 1898, when she resigned and went to Italy to study art, she had a considerable influence in school, and did much to raise the standard of historical study and to inspire others to go on to College as she had done. Her pupils looked up to her with respect and admiration and mourned her premature death. One of these writes as follows:—

"She was one of the most stimulating teachers I have known. When we girls first saw her, we wondered whether we should like her, for she looked very erect, very grave and statuesque, and almost austere. But when she began to teach us History we saw that we had fallen into master-hands. The Tudors were the subject. She vivified each person she named, and as

she described in glowing words the personalities of those stirring times, we almost felt we were back among them.

"She introduced us to Cavendish's 'Life of Wolsey' and to More's 'Utopia,' reading us long extracts, and so sending us to the books for ourselves. She brought us pictures of the folk of the time, took us to the Tudor Exhibition of Pictures, then visiting the Art Gallery, set us essays that meant our having to think, and made us look forward with keen anticipation to the half hour in which she returned our work. Sometimes she asked that the best essay should be read aloud, but always gave her own racy comments on our blunders, so genially but so decisively that we avoided such blunders in future like poison. She interested herself in every girl, and used to get us to discuss the people we were learning about, airing our own little opinions and points of view, so getting up a small debate which she guided, and which she summed up at the end in a light, concise and happy way which gave us something definite to carry away. She had a keen feeling for the romance of history, and made constitutional history, which when badly taught is the dulllest of subjects, deeply interesting by showing us copies of Charters and documents, making us realise how the roots of present politics lie in the past. She made us (for the first time in our lives) read our newspapers, especially foreign affairs. The rapid sketch of modern European history which she gave us in the Sixth Form, lent proportion and perspective to our notions of the European state system.

"Altogether no one could be a member of her class and remain uninterested. She had that great gift of the born teacher, of awakening the pupil's eager interest and intelligence. Tall and slim, clad in soft shades of blue or green or terra-cotta, she was a pleasure to watch, her head so finely poised, the brown hair parted down the middle, the oval face alight with interest, the brown eyes, rich colour of cheeks and lips, and the delicacy

and strength of the lines of the mouth, forming a whole which we girls found very attractive."

A third pupil says:—

"Another mistress who was a powerful influence in my school-days was Miss Ingall, from whom I learnt French and Literature. What infinite pains she took in the preparation of her lessons, and how clearly each step was presented. Our Clarendon Press Shakespeare was, as we thought, amply supplied with notes, but her research threw new light on them, verified, corrected or added to their numbers. When I first knew her, her dark hair was turning grey, and her dignified carriage and slight form seemed to suggest that the mind had almost absorbed the body. That piercing eye observed everything, and one instinctively felt that here was an iron will to which all must bow. She fixed a high standard, and it taxed all one's powers to reach it, but to obtain high marks in one of Miss Ingall's examinations was an achievement worth striving for. Just and encouraging to all honest effort, she was ever scornful of shams, and a girl who brought an ill-prepared lesson or who showed a want of comprehension, received no mercy at her hands. Thus, while most of us worshipped and revered her, there were not a few who feared her. Stern and uncompromising in school, Miss Ingall was a delightful and sympathetic companion out of school, as those who had the privilege of her friendship can testify, and the practical help she gave to many a young teacher at the outset of her career will long cause her memory to be held in reverence.

"Miss M. S. Cheetham was another who did not confine her work to the requirements of the Time-table. On entering Form VI. I had skipped a form, and was not up to my colleagues in Mathematics, so for some weeks Miss Cheetham devoted her free half hour to

helping me in this subject. Her clear explanation of every point enabled even the least mathematical in the class to understand.

"I do not think that Hockey was played by the girls in my days; Tennis certainly was, but owing to my home being at some distance from Manchester, it was not possible for me to join in any organised games. In the dinner time we used to play 'Rounders,' 'Stag,' and other kindred games, or we would walk round in conversation; if any mistress could be prevailed upon to join us we felt greatly honoured. Miss Helen Rogers (Mrs. H. Watson) was a great favourite, and would occasionally confer that honour upon us; rather short in stature, she was extremely dignified, and no liberties were ever taken with her. I remember her chiefly as the painstaking teacher of the Higher Local History group, in which examination some of our successes testified to the excellence of her teaching.

"One winter the weather was too bad for outdoor games, and we thought dancing in the playroom would be very enjoyable; but the music was a problem as there was no piano; however, one girl solved the difficulty by proposing that we should buy a barrel-organ. Those who wished to participate in the dancing subscribed 1/- each, and a small organ was procured with perforated paper rolls of music. Dancing went on gaily after dinner for some weeks, and we took it in turns to be organ grinders; but, alas! even dancing palls, and we ceased to care about it. The organ, however, never lacked grinders and the dance music still continued to echo through the room, now slow, now quick, now forwards, now backwards, till we were fairly deafened by the noise, and some of us elder girls, who occasionally indulged in 'nerves' and headaches, were not a little relieved when the organ had the misfortune to terminate its existence by a fall downstairs!"

We may conclude these recollections of old girls by some

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notes from one who was herself later a most popular mistress :—

“Coming to the High School in 1883-4 from a fashionable boarding school and an indifferent day school, I remember feeling astonished to find that I had come to a school where the best was given by the mistress and required of the pupil, and where shirking of work was made difficult. I felt in the position of ‘cannon to right’ in the shape of vigilant mistresses, and ‘cannon to left’ in the shape of remorseless terminal reports sent to the parent by *post*—wise proceeding!

“In those days Miss Day taught much—especially History and Scripture. Her lessons were my first experience in lecture lessons and note-taking, and so much was I absorbed in the *hearing* of the lesson that I, at first, found it most irksome to take notes at the same time, and so often left myself in the lurch as regarded material for homework. However, this want drove me to the Library shelves and taught me self-reliance. I still remember the feelings of despair when Miss Rogers (Mrs. Watson) required me to read so many pages of Stubbs’ ‘Constitutional History’ and then pass a written test thereon.

“Miss Ingall taught us English and French Literature, and what a new world she opened up to us; her cultured mind and wide knowledge of both subjects, added to the rich stores in the Library, in which she expected us to burrow, made her lessons inspiring. I still feel lively gratitude towards Miss Cheetham, who was afflicted with me in her Arithmetic class. She was a born teacher of Arithmetic and made her subject live; her patience and humour with a pupil who persisted in papering a room, window, door and grate included, are things to remember. Miss Gaffron’s German lessons were delightful; she had a way of giving weekly tests to beginners that proved most stimulating and wonderfully



Alice Cooke.

effectual in grounding me well in the language, and her tea-parties, where she would unexpectedly insist on one 'declining' bread and butter, etc., etc., were scenes of great fun.

"My whole impressions of school-days at Dover Street are those of vivid life, calculated to make one act up to one's position as a member of a body corporate, and to use honourably the wise amount of freedom granted to the girls. The only 'fly in my honey pot' was the fact of having to dine thirteen at a table, but the girls soon laughed me out of this weakness!"

Meantime the work of the Governors and the friends of the School, was going on as it had done in the ten years previously. As a Women's Department at the Owens College now offered opportunities of higher education in Manchester, a Committee was formed, Miss Amy Bulley being Secretary in 1883, to raise a fund for Scholarships of £20 per annum in value to enable our girls to go on to the College. The Candidate elected "shall have acquitted herself with credit in Latin and History." The first holders were Ethel Rome and Annie Kay.

But even better opportunities were open through the Hulme Endowment. The Report for 1884 states:—

"The Governors have this year been enabled, for the first time, to offer, out of the funds of the School, certain Exhibitions and Scholarships. Both are awarded on the results of the annual examinations. The Exhibitions are granted to girls in the Sixth Form, who, having distinguished themselves by their work in the School, are desirous of carrying on their studies at some place of higher education. Of these two have been awarded—one of £60 a year, the other of £40, each

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tenable for three years. The first was granted to Beatrice Alice Holme,¹ who has been a pupil of the School since January, 1878, and whose career has been in every sense highly satisfactory. She won a Girton Entrance Scholarship last year, and is now enabled to proceed to Girton. The second Exhibition was given to Edith Lang,² who has been distinguished for good work and good conduct during the seven years she has been in the School. She intends now to work for a Victoria Degree."

In 1888 another Exhibition was established:—

"Since the close of the School year the Residuary Legatees of the late Sir Joseph Whitworth have presented to the School the sum of £2,000 for the foundation of one or more Exhibitions, tenable at some place of higher education. The exact conditions of tenure have yet to be settled, and it is to be hoped that the endowment may be associated with the name of Lady Whitworth."

The first holders were Alberta Harden (1889) and Gertrude Windsor (1891).

With the third, Mary Johnstone (1892), began that relation of the Lady Whitworth exhibition to the study of history which for no special reason, but as a matter of fact, has obtained ever since. The number of holders has been, to date, 22: seven of these have become students of history at college.³ Indeed this is perhaps the best place at which to record the somewhat remarkable trend of M.H.S.G. college girls to work at history, winning open

1. Head Mistress, Caermarthen High School.

2. Head Mistress, Culcheth Hall, Bowdon.

3. Mary Johnstone, Katherine Barlow, Amy Harvey, Ada Neild, Jane McClymont, Theodora Pitt, Dorothy Dymond.

scholarships, taking good degrees, becoming specialist teachers, and perhaps the proudest boast of all, contributing to historical knowledge by research. The causes of this trend are fairly obvious. One was the impulse given by Miss Rogers and Miss Simons during the years dealt with in this chapter, and described above by those who were pupils under that impulse, which the teachers who have followed since 1898, when Miss Simons resigned, have endeavoured to continue. The other cause was the opportunity given at the University of Manchester by its strong history department, where every advantage—scholarships, lectures, degrees, fellowships,—were open to women on absolutely equal terms. Our girls have had no mean share of these opportunities. The Jones Entrance Scholarship in History has been won by nine of them¹: the Bradford History Scholarship for undergraduates reading for History Honours by seven.² Some twenty of our graduates in Arts have specialized in history. The most distinguished, however, are the three who have held the Jones Fellowship, Alice M. Cooke, 1890; Mary Tout (née Johnstone), 1896; Hilda Johnstone, 1904. All of these have done original work. The last named is now Senior Lecturer in History in the University, and visiting history mistress in the School. A list of her work will be found on page 196 in the appendix. Miss Cooke, as we have

1. Eva Dodge, Dorothy Holme, Jessie D. Clarkson, Emma E. Titterington, Amy C. Harvey, Ada Neild, Jane A. McClymont, Grace E. Simon, Theodora Pitt, 1898—1907.

2. Alice M. Cooke (1888), Mary Johnstone (1894), Hilda Johnstone and Dorothy Holme (1901), Jessie D. Clarkson (1903), Emma E. Titterington (1905), Margaret Curtis (1910).

seen, is also a College Lecturer at the sister university of Leeds. She has contributed to the *English Historical Review*, to the *Dictionary of National Biography*, the Poole's *Oxford Historical Atlas*: she has also edited for the Chetham Society the MS. *Visitationes B.M.V. de Whalley*, and is contributing an article to the *Cambridge Mediæval History*. Mrs. Tout's published work includes articles on mediæval personages in the *Dictionary of National Biography* (1896—1900), an article on "The Legend of St. Ursula" to *The Owens College Historical Essays*, 1902, articles in *The Guardian*, the *Manchester Guardian, School*, etc. She has edited a school edition of Cavendish's *Life of Wolsey*, 1908 (Macmillan and Co.). But in her case the study of history has also found its reference to life in public work of various kinds.

The Treasurer's Report in 1885 states:—

"During the year the sum of £5,000, completing £15,000, as provided by the Scheme, has been received from the Governors of Hulme's Charity and applied, as directed, in the extinction of the yearly chief rent of £225 payable in respect of the Dover Street site. The School now owns the Dover Street site and buildings free of debt or encumbrance except the small yearly chief rent of £63 8s. 1d., for the redemption of which the sum of £400 is annually set apart. This Redemption Fund amounted on 31st August last, with interest, to £811 19s. 11d. The yearly payment of £1,000 was also duly received from the Governors of Hulme's Charity, and applied as directed by the Scheme, the balance of £286 17s. 4d. being carried to the Dover Street Revenue Account."



The University Buildings.

The full life of the School during this period of maturity was pressing hardly on the existing accommodation, and an extension of the School Building was planned in 1885, and carried out in the next two years. Even in 1900 it was called the New Wing, but that phrase is now obsolete, and few of us realise that the doors just past the Common Room and the Library lead to what was an addition, not an integral part of the original building. A circular was drawn up and issued to the public in June, 1886, asking for contributions to the cost of the building then in course of erection, pointing out that the need for expansion "was felt with ever-increasing urgency." Over £1,000 was subscribed by Governors and friends, many parents sending donations. The cost, with the enlargement of the playground, was over £4,000. The surplus from revenue of the School Account contributed over £3,000.

It will be remembered that the Preparatory School was still carried on at 274, Oxford Road, when the new building was occupied in 1881. This was, of course, inconvenient, and one object of the New Wing was to house the Preparatory. The three class-rooms, Nos. 21, 22, 23, were for them, and the separate street door and playroom and playground door. What is now the Secretary's room was intended for the Head Mistress of the Preparatory School. While the plans were being drawn up there had been some discussion as to having a large gymnasium in the new wing, but this was abandoned. In 1885-6 gymnastics for girls were not yet a matter of course. The other purpose of the extension was to give

room for the increasing work in Science by providing a proper laboratory and lecture theatre. What is now the Biological Laboratory, with the little room below it at the south-west (now absorbed in the Cookery School), was found insufficient for a school of over 500 girls, and the new wing was carefully designed to give a complete installation for practical Science. It was opened for work in the autumn of 1887.

During the years immediately before and after 1887, that brilliant summer which saw in London the Jubilee of Queen Victoria, and in Manchester the memorable Exhibition at Old Trafford, the School was fortunate in having a strong, vigorous and able set of girls in the upper forms. They distinguished themselves intellectually, winning college scholarships, like Margaret Lea,¹ who in that year won the Clothworkers' Scholarship at Girton, and Victorine Jeans² an Owens College Scholarship at the same time. In 1889 Margaret Taylor also gained the Clothworkers' Scholarship at Girton, being first on the list. They played tennis under the leadership of Elsie Windsor and others. They ran an excellent school Magazine, full of quite respectable literary material, managed in 1883 by Alice Crompton and Alice M. Lamb. They founded a Debating Society, whose Secretary in 1889 was Miss McCroben (a most popular mistress, now Head of the Girls' Grammar School, Wakefield), and a Botanical Club. Last, not least, they began the Old Girls' Associa-

1. Head Mistress, King's High School for Girls, Warwick.

2. Winner of the Cobden Prize, Owens College, 1891. Deceased 1900.

tion which has lasted ever since. In the quarter of a century that has passed since they were at school they have, many of them, done for the world and for their own homes, work of sufficient value and distinction fully to justify the hopes and expectations with which the School was founded.

“ My school-days have receded so far into the past as to appear more a dream to me than a reality, days in which I hardly lived except by imagination and anticipation. Is it not so with the eagerness of youth?

“ One teacher in a Mathematics class surprised us girls one day by saying, ‘ Girls, do you know what you come to school for?’ We were silent, somewhat startled, and she answered her own question—‘ You come to learn to think.’

“ That is what life has been teaching me, I think; and I am still learning the lesson. Away back in my mind is the picture of a school-life that was all joy; joy in my teachers, my books, my friends.”



Mary Butcher (January, 1885—July, 1905).

The Foundation of Suburban High
Schools : Pendleton High School

CHAPTER VII.

THE FOUNDATION OF SUBURBAN SCHOOLS: PENDLETON HIGH SCHOOL. 1888—1897.

We now approach a period in the history of the School when it was profoundly affected by the outward drift of population to the suburbs, which in all large towns was a feature of the end of the 19th century. We are all aware that the concentration of population in dense centres was due to the factory system and to railways, which, invented about 1830, were laid down for the most part in the twenty years after that date. It was the concentration of trade and industry made possible by the introduction of steam-driven machinery, and the canal and railway system, which made the Manchester of 1874 possible. As time went on, however, the well-to-do classes would no longer tolerate the disagreeables of residence in the heart of the noisy and smoky cities which were the gift of steam. The wealthier people who had carriages were, even in the 'seventies, living outside Manchester *e.g.*, in Didsbury, which, till then, had no public lighting, and where Lapwing Lane was a quagmire in wet weather. When suburban railways, and the introduction of the tram system made it possible for the ordinary middle-class family to live further out, the suburbs became much fuller. This stage is marked by the development of local

government in them, and by the incorporation of some, such as Rusholme, with the city.

The census of 1891 showed very clearly all over the country this drift of population to the outer ring; the towns which had been growing steadily throughout the century were now no longer advancing at the same rate—it was the urban districts outside them that were rapidly filling up. In the same way, the land in the inner nucleus area of the cities was becoming too valuable for cheap dwelling-places, and the poorer part of the population was tending to flow outwards, into what had been till then the better residential districts on the fringes of the cities. All this process is seen most clearly in London, where it began about 1890 to affect the girls' schools of twenty years earlier, which had naturally been put down in what were then the good residential middle-class districts. The same cause affected the Manchester High School, but it was also affected by circumstances peculiar to Manchester itself.

The whole problem of the provision of Secondary Schools in Manchester, whether boys' or girls', but especially the latter, is even to-day made very much more difficult by the peculiar way the city has grown. All the communication between one part and another is, even now, along radii into the centre. It is, for example, extremely difficult for persons living in the south-east, to visit friends on the south-west without going right into town, and quite impossible for them to get east of the city in any other way than by going to Piccadilly. Even if people have

motor cars, the absence of good continuous circumferential roads prevents speedy intercommunication. Manchester possesses nothing like the inner or outer circle railways of London or Glasgow, or the inner and outer boulevards of Paris, and is not yet big enough to make such undertakings worth while. Now in London, Secondary Schools can be placed in the outer ring, and can yet draw on other suburban districts than their own, because of these outer circle means of communication. The Frances Mary Buss Schools draw a large number of their well-to-do pupils along such lines, from the west and north and even the north-east of London.

Now clearly, so long as these conditions of transportation in Manchester last, central Secondary Schools will meet the demand better than those on the circumference, which can only provide for the suburb where they are situated, or for the homes along the radius running through it. Thus, the Municipal Secondary Schools have very properly been placed where they can command the termination of nearly all the great radial roads running into the heart of the city. If either were at Harpurhey it would not supply the needs of even all North Manchester.

Even as early as 1875 the difficulty of communication between the different suburbs, which was then, of course, very much greater than it is now, brought to the managing Committee of the High School a demand for separate schools elsewhere. They had carefully chosen the site of their High School, so that while drawing on the residential district around, it was yet fairly accessible from

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all parts of the city; but of course, other things being equal, it is a drawback for girls, especially younger girls, to have a long journey to and from school. As early as February, 1875, the Minutes of the Committee show that requests for other schools came before them. The Sub-Committee, they appointed reported as follows, and the principles there laid down are just as true to-day as they were then. We therefore reproduce the report in full.

REPORT TO THE COMMITTEE BY SUB-COMMITTEE APPOINTED FEB. 3, 1875.

“ We beg to submit the following Report:—

I.

“ The first point which we were asked to consider is, whether it is expedient that the Committee should establish several schools in different suburbs of Manchester instead of confining itself to the establishment and maintenance of one large central school.

“ We are of opinion that the Committee should establish and maintain one large school only, for the following reasons:

“ A. We consider it of the highest importance to enlist the interest of Manchester as a whole in the support of such a public Day School for Girls as is now set on foot, and we feel that the general interest could not be gained, if, at each side of the city, a special local school were established. This objection would be met to some extent in different suburbs, but we believe that even if this were attempted, the Committee would soon split up into several local committees, acting independently of one another, a distinction which could scarcely fail to be seriously extended in the management of different schools under different mistresses.

“ Moreover, we are satisfied that the sound elaboration and consolidation of the scheme of the public school for girls in Manchester must in the first instance be wrought out patiently and comparatively slowly in one school, until trial and experience shall have moulded what may really be a perfect model.

“ B. In order to make the position of Head Mistress both lucrative and influential, to secure an efficient staff of resident teachers, and the services of the best teachers of special subjects; and to make the teaching vigorous and methodical; and in order at the same time to make the School self-supporting on very moderate fees, a large number of pupils is needed. It appears to us that all these objects would be lost for want of numbers if the one school were divided into several distant parts. We would also point out that such valuable special assistance, as has already been given by Mr. Hecht¹ for instance, while cheerfully rendered to our School, could not be given to several.

“ C. We admit that the distance which many girls have to travel to our School is a serious inconvenience, but this difficulty would be but partially obviated by the establishment of two or three schools. Many girls already come into town by railway, and many from long distances; and in their case no advantage would be gained by the establishment of more schools than one. We are, however, of opinion that it may before long be found desirable and possible to establish or affiliate local schools under the general direction of the one central Committee, to be available only for young girls, and to act as feeders to the one central school.

“ D. We think that the establishment (if successful) of a High School for Girls in each suburb of Manchester would close nearly all private schools, and that the consequent absence of competition might react injuriously on the public schools.

1. Examiner in Music.

“E. We are not indeed prepared to say but that at some future time, it may be found desirable to establish, at any rate, one other large public Day School for Girls in Manchester, on the same footing as the High School; but we think that the Committee should let this point be settled hereafter, if it should ever arise, and that their aim should be to establish and consolidate one leading and central school in two or more divisions, to accommodate as many girls as can be efficiently superintended by one Head Mistress, and to be for girls, what the one Grammar School is for boys.”

But the other opinion is also sound, and the story of secondary education in Manchester ever since has been an endeavour to find a compromise which should secure the advantages of single central schools, and should provide in residential suburbs good local schools. The recent development of the Whalley Range High School for Girls¹ in the south-west of the city by the Manchester Education Committee, which has taken it over, and the foundation of three preparatory schools for boys by the Manchester Grammar School, are examples of one of these principles; while the marked increase during the last few years in the numbers of both the Grammar School and the Girls' High School, though due probably to several causes, is undoubtedly in part the result of the improvements in the tramway system, which has made them more accessible. This is only one of the many illustrations of how the use of electric power is undoing what the introduction of steam power did.

The first of suburban secondary schools to be opened

1. Founded in 1891 by a limited liability company.

was the Pendleton High School in January, 1885. It had been long talked of; influential members of the High School Committee lived in that district, and knew its needs, and in 1880 the Committee had resolved as follows :

“That a Sub-Committee be appointed to consider where a second Preparatory School in connection with the High School can be established with fair prospect of success, and of being useful to the inhabitants of Manchester and Salford, and to report to the Committee on the locality or localities which may be desirable.

“That the Sub-Committee consist of the Dean, Mr. Cornish, Mr. Hughes, Mr. Oakeley, Mrs. Scott, the Treasurer and the Secretaries.”

COMMITTEE MEETING, 15TH DEC., 1880.

Report of New Preparatory School Sub-Committee.

“After considerable discussion and inquiry, the Sub-Committee are of opinion that an additional Preparatory School might be opened with a fair prospect of success at Pendleton, and that the School-house should, if possible, be near the junction of the Eccles Old Road and the Bolton Road.”

But they had too much to do, as we have seen in Chapter V in reference to the Hulme Trust question, to take any steps till that was settled. In 1884, however, they felt able to proceed. We may note that in their 1875 memorial to the Charity Commissioners they had pointed out that this would be one result of receiving aid from endowments :—

“6. Your memorialists consider that at present one chief public day school for girls is as much as is needed

for Manchester, but it would be very desirable to have one or more good preparatory schools in different parts for younger girls, from which at a suitable age they might pass to the High School. It would add materially to the efficiency of both classes of schools if the preparatory schools could be worked under the one general authority of the High School corporation. At present the High School authorities are not in a position to undertake the added expense and burden of a second school. If aided by a material endowment for building and maintenance expenses, they would commence one such primary school without delay."

In the direction of Eccles there were many families with younger daughters growing up, who wanted a good school; Mrs. Roby, who was then the School Secretary, and whose daughter was a pupil at Dover Street, knew the difficulty of travelling across town, and it is easy to understand why the Pendleton High School began as a preparatory for younger children, many of the first set of pupils having never gone to school before. At first, Miss Day was considered Head Mistress of the new school; Miss Butcher, who had been her Secretary for more than a year, was, however, placed in charge with two assistants, one of whom, Miss Rawlinson, is still working there. Miss Butcher herself belonged to North Manchester; she was one of the women teachers who had been helped by the movement of the 'seventies to develop the Cambridge Higher Local Examination. A house at Birch Mount, which commanded two radii, the Eccles Old Road and the Bolton Old Road, was taken and adapted for school use, and as the School grew in numbers, a second house was

added, and later also a building at the back as a gymnasium and assembly hall.¹ The numbers rose, but very gradually, so that the School was not large enough to be self-supporting. It had been limited to younger girls up to 14 years of age, the idea being that they should then be transferred to the Manchester High School, but this plan did not work, parents thinking it hardly worth while to send a girl for a year or two to Pendleton. The School was therefore made completely independent, and Miss Butcher was appointed Head Mistress. A Scheme was obtained in 1888 under which the Pendleton High School could participate in the benefits of the Hulme endowment; after this it grew considerably, and became, for a time, self-supporting, the number standing at about 130 for several years.

The demand for a separate school for North Manchester, which had shown itself very strongly as early as 1875, was in 1892 satisfied by the opening of a separate school, under the Governors of the Manchester High School. The citizens on the north side had shown their belief in the

1. Extract from Prospectus, 1885-6 :—"The Governors desire to call the special attention of parents to the new Branch School, at 2, Birch Mount, Eccles Old Road, Pendleton. It was opened in January last, with 14 pupils, and the number has now increased to 35. The buildings have accommodation for 80 pupils, and are excellently adapted for school purposes. The management is carried on by Miss Butcher, a former Mistress in the High School, under the superintendence of Miss Day, and the subjects taught in it, and the methods of teaching, as well as the books, are the same as those in the Dover Street School, so that when, at the age of 14, a pupil is transferred from Pendleton to Dover Street, she will feel no sudden break or transition; it will merely, as far as the school work is concerned, be a removal from a lower to a higher class."

need for such a school by subscribing to a Preliminary Expenses Fund. The names are largely those of residents in the district—William Mather, M.P., J. E. King (High Master of the Grammar School), Charles Hughes, W. B. Worthington, Sir J. J. Harwood, the Dean of Manchester and others, including, of course, some of the Governors of the School in their private capacity.

At a public meeting in the Free Trade Hall on July 26th, Dr. Wilkins spoke as follows:—

“ More recently a fresh demand has been made upon us for further extension. Influential representatives of the inhabitants of Cheetham Hill and Lower Broughton have urged the need of a similar school in their own district, and have shown the strength of their conviction in the best possible way, by offering a substantial contribution towards the initial expenses. Suitable buildings have been secured, and to-day we have the pleasure of welcoming among us the newly-appointed Head Mistress, Miss Edith Clarke. . . . The three Schools will, we trust, have each its characteristic features, though working on the same general lines :

‘ *Facies non omnibus una*

Nec diversa tamen, quales decet esse sorores.’

But they will co-operate in the great work which is set before them, to put before every girl in this vast community the chance of a thoroughly sound education, that may fit her for whatever duties lie before her.

“ And so will be abundantly fulfilled the purposes of those who, nearly twenty years ago, with much faith and foresight, and at the cost of so much time and labour, planted the seed, the fair fruitage of which some of us have been permitted to see.”

This aspiration, alas ! was not to have complete fulfilment; like the hope of the young Chevalier at Holyrood—

“ Audiit, et voti Phœbus succedere partem
Mente dedit; partem volucres dispersit in auras.”

“ Ae half the prayer, wi’ Phœbus grace did find,
The t’ other half he whistled down the wind.”¹

The revenue account of the Manchester School up to this year had always shown a balance on the right side, in some cases a very good one. In 1891 it was still over £130. But 1892 saw a change, a deficit of more than £250, which had to be carried to the capital account; Pendleton also had a big deficit. The next year, 1893, the Manchester account was worse than ever, with a deficit of over £500. Pendleton just met expenses, but the new North Manchester School naturally had a big deficit also, over £230. Thus, the capital saved up from years of successful working at the Manchester School was, by August 31, 1893, expended, leaving a total deficit of £228 on the general balance-sheet of the three schools. In 1894, things were a little better, but the total deficit still grew, and in 1895 the revenue account of the Manchester School had another big deficit—nearly £300; and Pendleton and North Manchester deficits of about £100 each. Fortunately a legacy from Miss A. J. Naylor, a friend of the School from very early days, now fell in, and made the general balance-sheet look a little better. But of course the condition of things must have been very

1. “Waverley.”

grievous to all who cared for the Manchester School. Its numbers had been steadily dropping; they went below 500 in the session 1891-92, and with the opening of North Manchester, fell, by July, 1893, to just over 400, a number maintained throughout the next session. The opening of the Hulme Grammar School at Oldham in 1895, while of course a very great benefit to that area, still further reduced the numbers of the Manchester School, which dropped to 375, and continued at about that level till the opening of the Sale High School, a year later, began to have a similar effect. Thus in the last session of Miss Day's tenure of office the average number had fallen to 352, and her successor began with a school of 330, in a building meant for 550. Under such conditions, when the two sister schools were not large enough to be self-supporting, it is not surprising that on August 31, 1898, the general balance shows a deficit of nearly £1,000.

However sad this story of financial losses and diminished numbers may be, it is consoling to know that the standard of work in the Manchester School remained as high as ever. In the very year, June, 1892, of the first deficit, six of the girls at the top of the School secured eight first classes in the Cambridge Higher Local Examination. Two of them—Effie Bullock and Annie Elizabeth Varley—gained open scholarships of £50 a year for three years at Newnham; Gertrude Tafel a Girton Scholarship of the same value; and Frances Shaw a bursary at the Royal Holloway College. Mary Johnstone, whom we know to-day as Mrs. Tout, began her brilliant career at the

University of Manchester by taking a first in the Victoria Preliminary. The next year, Eleanor McDougall, now a lecturer in Westfield College, part of the University of London, gained a classical scholarship at the Royal Holloway College; and the other examination results were quite satisfactory. In 1894, Edith Beard won an entrance scholarship for science at the Royal Holloway College; in 1895, Amy Headridge and Annie Nuttall took firsts in the Higher Local, and the latter took an open scholarship at Newnham the next year, along with Louise Horkheimer. These two girls, together with Beatrice Thirlwall and Helen Lamb, secured between them six first classes in the Cambridge Higher Local Examination in 1896. The honours list for 1897 and 1898 is just as good, in some respects better, Constance Taylor, Mary Barnes, Edith Smith and Maud Wahltuch winning open scholarships at Owens College, Somerville, Newnham and elsewhere. The examiners' reports bear witness that the work throughout the School was not unworthy of these successes of Sixth Form girls. In 1896, Miss M. Ellis Jones, who came in 1886, took full responsibility for the Art teaching, as she does still.

We may quote again from Dr. Wilkins' public words—alas, that we can no longer appeal to him for personal memories! Speaking in the Free Trade Hall in July, 1899, he points out that the loss to the Manchester School had been a gain to the public generally:—

“But if he knew anything of the aims of those who were most active in founding these schools, they would

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find nothing but satisfaction in the thought that what was 25 years ago accessible nowhere, and 15 years ago only in one place, could now be had in some seven or eight. The number of girls under the charge of the Governors of the Manchester High Schools was never larger than it had been of late; that of girls receiving their education in public day schools was certainly never anything like so large."

Indeed, the North Manchester School had grown in numbers and in popularity. Mrs. W. B. Worthington and Mrs. Tootal Broadhurst, who lived in the district, had taken great interest in securing for it in Northumberland Street an excellent building, already in part adapted to school purposes, and had seen to its being furnished very nicely. The girls did very well in Art and Music, and held their own in games. It will be remembered that the Head of Pendleton had worked for some years in the Manchester School, and carried with her its traditions. The first Head of the North Manchester School had come from Clifton, and stood for a different educational tradition. There was thus a divergence of educational ideals in the new School. As years went on, this divergence showed itself more and more clearly, and at last became so great that the Head Mistress, Miss E. M. Clarke, sent in her resignation to the Governors, in the autumn of 1903. She was asked by the parents of a number of pupils to open an independent school; this, the Broughton and Crumpsall High School, took shape that winter, a committee of North Manchester people being formed to found it, and the majority of the staff and pupils following



Pendleton High School.

Miss Clarke to it. The Governors, of course, had to make arrangements for carrying on the North Manchester School, and invited Miss Rosa Patterson, who was then Second Mistress in the Manchester School, to take charge from January, 1904. New members of the staff were appointed, and the School was carried on, though at a considerable loss with its diminished numbers, till July, 1905. By that time it was clear that the neighbourhood could not support two High Schools, and since the Headship of Pendleton became vacant that summer, Miss Patterson was transferred there to be the new Head, and the Governors closed the North Manchester School, some of the girls crossing town to Dover Street, and others going to Pendleton, the communication, through the development of municipal tramways, being easier than twelve years before, when the North Manchester School was founded. The building was handed over to the authorities of the new Preparatory School for Boys, established under the auspices of the Manchester Grammar School, there having been a certain number of young boys in the lower classes of the High School.

The closing of the North Manchester School raised the numbers at Pendleton above what had been apparently their natural limit—140. It had gone on working steadily, having good reports from the examiners, and the girls had done very well in public examinations. During the first twenty years, 10 won School Exhibitions to College; 45 passed the Oxford and Cambridge Local Examinations; 20 the London and Manchester Matricula-

tion; 11 took degrees at the Manchester and other Universities, and 2 the Natural Science Tripos at Cambridge. These facts are drawn from an address delivered by Miss Butcher at the Commemoration of the coming of age of the School in 1906. In July, 1905, Miss Butcher had retired from the Head Mistressship. Those who were present at the Free Trade Hall meeting that year, will remember the affectionate enthusiasm which was shown towards her, when gifts from the School were presented on that occasion.

Pendleton, indeed, has always had an atmosphere of its own, something intimate and homelike; its Old Girls' Association has been very strong for a school of the size; certain families have sent daughter after daughter for years, and the whole School has been bound together by ties of a quiet, but real affection. Its Silver Lining Society, an organization amongst girls and old girls for charitable work, was the model on which the Manchester School based its Golden Rule Society.

The growth in numbers to which we have referred, and the results of the Act of 1902, showed during the first year of Miss Patterson's headship that a proper building was necessary; the School had come of age, and outgrown its original abode. The Kindergarten children, and the student-teachers who were being trained as Kindergarten mistresses had, indeed, overflowed into a separate house. Sir Edward Donner¹ set to work to do for Pendleton what he had done for the Manchester School; a special fund was

1. Mr. Donner was created a baronet in 1907.

raised, a fine old house, Gorsefield, further out towards Eccles, with very large and beautiful grounds, was bought, Mr. Agnew, the landlord, contributing to the fund. A large new building was added very cleverly to the old house, and in September, 1908, it was occupied. It is a beautiful home; its colours, red, white and green, recall those of the Italian flag, poetically described by Mrs. Browning as symbolic of patriotism, sacrifice and heavenly wisdom.¹

Pendleton has, under the Scheme of 1911, its separate body of Governors, and as a school in the Salford area is completely separated from Manchester, still, however, sharing in the benefits of the Hulme Endowment. Some extra money that fell in in 1908 was devoted to its new building, thus carrying out the intention of the 1875 Memorial to the Charity Commissioners (*supra*, p. 97). Pendleton, indeed, can claim Sir Edward Donner as a founder almost as fully as the Manchester School. We may all expect for it a happy future, as did its first Head Mistress, Miss Butcher, in her address:—

EXTRACT FROM MISS BUTCHER'S ADDRESS ON THE 21ST
ANNIVERSARY OF THE OPENING OF PENDLETON.

“During these twenty-one years the opportunities for the higher education of girls have been increasing rapidly, and not only increasing, but widening in scope. Twenty-one years ago, it was hardly realised that a girl's mental and physical training were as important

1. “Red, for the patriot's blood,
Green, for the martyr's crown;
White, for the dew on the rime,
When the morning of God comes down.”

and should be as perfect as a boy's. It had hardly been recognised as fitting, much less as needful, that girls should play cricket and hockey and other organised games, or have gymnastics as well as drill and dancing.

"In all directions girls have greater freedom, wider educational facilities, and ever new spheres of usefulness are opening before them, which girls of my day never ventured to hope for. May you enter these ever-opening doors, but with all your aspirations and ambitions tempered with the modesty, the graciousness, the unselfishness, and the sincerity and the gentleness, which should ever characterise the truly womanly spirit. Yes, 'The old order changeth, giving place to new' must always remain true of a school.

.

"Now, my dear girls, you have attained your majority, you are 'come of age.' What are you going to do with your opportunities? In the early days of our history, we chose as our School Motto the legend which you have on the illuminated scroll in the Dining Room: 'Whatsoever thy hand findeth to do, do it with thy might.' Let this be your watchword for the future of the School and the future of your lives—and then for girls and mistresses alike I am quite sure the coming twenty-one years will be *as* happy and *more* prosperous than those that have gone."



Elizabeth Day—1898.

Times of Transition

CHAPTER VIII.

TIMES OF TRANSITION: 1898—1902.

The year 1898 marks a distinct stage in the history of the School, since the July of that year saw Miss Day's retirement. In the late winter, she had a very serious illness, which compelled her resignation at least a year earlier than she intended, for the School was not yet twenty-five years old. It must have been a strange term, with the Head ill and absent, Miss Dendy nursing her, according to an arrangement made by the Governors, with their habitual consideration and kindness; Miss Annie Lawton, now acting as Deputy Head Mistress, and everyone hearing, when their first anxiety about Miss Day was relieved, that a change must come, and that the relations that had gone on so long and so happily must at last be broken:—

“In the course of the last term the Governors of the School received with the deepest regret a letter from Miss Day informing them that the state of her health made it necessary for her to resign. The feelings with which this announcement was received were unmistakable and expressed in many quarters, but nowhere could they be so keen as with those with whom she had worked so long in untroubled harmony and perfect confidence. Her striking mastery of details and organising power, her intimate knowledge of educational problems and conditions, her quiet but unfailing generosity, her entire

loyalty to her trust, and her absolute devotion to duty had made her influence felt in every corner of the School, and had won for her the deep respect of all who had to do with her. It was true, to borrow words lately used by one who had seen much of her work, that Manchester did not yet know what it owed to Miss Day. But it was true, too, that what it knew it would not lightly forget."

(Dr. Wilkins, Chairman of the Governors.
Public Meeting, July, 1898.)

LAST DAYS AT SCHOOL, JULY, '98.

"After Miss Day's illness in the spring, she was not able to return to School until after the Whitsuntide holidays. She was obliged to be very careful in husbanding her strength, so that she did not again take up her full work in the School. On Thursday, July 28th, the three associated Schools met in the Free Trade Hall for the giving of scholarships and leaving presents. Miss Day was able to be present at this meeting, but was not allowed to take any active part in it, and though it was a trying occasion as it was her public farewell to Manchester, it did not overtax her strength. The following, the last day of school, Miss Day addressed the pupils who were assembled in the Hall. She spoke to us for more than half-an-hour, and none of us can ever forget the bright cheerfulness with which she welcomed the new life of rest and leisure which would be so great a change from the strenuous activity of a large school. I wish I could record the words of kind and wise advice with which she said good-bye to us, but I cannot trust my memory to do more than repeat some words which I have heard more than once from her, and which I think are, in part, the source of that cheerful temperament which has carried Miss Day happily through so much trouble, and is such a pleasure to every one who comes in contact with her: 'You cannot always do what you like, but you can always like what you do.'



Photo by Lafayette.

Sara A. Burstall.

“ Before Miss Day left the Hall, she was presented by the Seniors with a standard lamp, a salad bowl, and two vases, which had been subscribed for by all the pupils in the School. The old girls had previously given her a purse containing 110 guineas, and a handsome album with the autographs of the subscribers. Besides these presents Miss Day received from the former and present Mistresses a framed portrait of the Staff, a fitted travelling bag, the *Encyclopædia Britannica*, with a revolving bookcase to hold it, several other books, and the residue of the amount subscribed to be spent on the garden and conservatory at Walmer. The Governors’ present was a silver salver handsomely chased and inscribed, and a silver tea-set. Miss Day also received numerous private gifts, and a very useful reading stand and lamp, with Tennyson’s *Life* and Jane Austen’s *Works*, from the Manchester Association of School-mistresses.”

(School Magazine.)

Naturally a very large number of applications for the vacant post were sent in—the story is, that the papers filled a large trunk—and undoubtedly the Governors had a difficult task to select the short list of candidates. We in that fortunate position were summoned to meet them on May 18th, a sunny and beautiful afternoon, but even then the huge dark red pile, with its long frontage in Dover Street, looked austere and forbidding enough to one who had left behind her the clear brightness of London, as it chanced, for good. But the kind and cordial greeting from the Head Mistress, who had come back that day for the first time after her illness, taught a lesson which has been learned more thoroughly since—that the hearts of the Manchester folk are well worth having.

That was an anxious and trying day for all concerned : for the Governors on whom the responsibility of choice rested ; for the Staff, who might find a stranger set over them hard and difficult ; for the chosen candidate, who saw opening before her a great opportunity—it might be of success, it might be of disastrous failure. Who could say ?

The old had been good : would the future be worthy of it ? Some months later there came to the new Head, still very diffident and uncertain of herself, a message of real comfort, couched in broadest Lancashire and conveyed through the friendly medium of a colleague. “ Well, I dun no as we’ve done so badly with our new head mistress.” When her time comes to an end, may this kindly judgment indeed be true !

In order to preserve the continuity of the life of the School, it was obviously desirable that when a new Head Mistress took office, there should be for the first year as little change as possible. One matter, however, necessarily had to be considered. By resolution of the Committee, on the 17th January, 1874, Miss Day had been allowed to read prayers before School to those girls who might wish to attend. In 1881, when the school went into the new building, the Committee resolved that the precedent should stand “ so long as the present Head Mistress of the High School retain office and the confidence of the Committee.” Her resignation, therefore, made it absolutely necessary for the Governors to arrange what was to be done in future. The circumstances, and the state of public opinion, which had led to the rule of 1874, had long since passed away,

and the Governors now felt it possible to follow the custom of other schools, that the Head should read prayers in the Assembly Hall at the hour of the opening of the School.

The resolution was as follows:—

“That from the commencement of the next school year morning prayer will be held in the three schools at the commencement of morning school in the usual room of assembling, those pupils only being required to attend whose parents shall have expressed a desire to that effect.”

It will be noticed that this carries out both the letter and the spirit of the regulations in the original Trust Deed,¹ which made the will of the parent decide whether his child should attend religious observance or instruction. As a matter of fact the large majority of parents did so wish, and since the opening day of the session 1898-99,

1. Extracts from the Trust Deed of 28th April, 1880 :—

“4. The Trust shall be absolutely free of creed or religious persuasion. Holding or not holding any particular religious opinions, or attending or not attending at any particular form of religious worship, shall not be allowed in any way to affect the qualification of any person for being appointed a Trustee or a member of the Committee, or for being appointed to hold any office under the Trust.

“5. Every school under the Trust shall be open to all girls of suitable age, character, and ability without any distinction as to religious profession or social rank.

“6. No religious instruction shall be given in any school under the Trust except as hereinafter provided.” (The deed then provides for simple Bible teaching, such as is generally given in public secondary schools, for ‘every scholar whose parent or guardian desires she should receive it in the school.’ It also provides for distinctive religious instruction to be given within the school at the cost of parents if demanded by the parents of ‘any number of pupils not being fewer than twelve.’)

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when the new Head Mistress read Prayers in Hall, no difficulty whatever has shown itself. At first the Grammar School hymn book was used, but ere long it was felt desirable that the School should have a hymn book of its own. This ideal became fact in January, 1902, largely through the sympathy and wisdom of Dr. Wilkins. A Representative Committee of the Staffs of the three Schools—Manchester, Pendleton and North Manchester—was formed as follows:—

Miss Burstall,	Manchester H.S.
Miss Butcher,	Pendleton H.S.
Miss Clarke,	North Manchester H.S.
Miss Dendy (Manchester).	Miss Moore (Manchester).
Miss Harrison ,,	Miss Smale ,,
Miss Ison (Pendleton).	Miss Webb (North Manchester).

The Committee worked for a year, taking great care to hold up a high literary standard, and to choose only hymns suitable for school use. The manuscript was revised by Miss Gaskell, Dr. Wilkins, and Mr. King; Miss Louisa Dendy took a great deal of trouble in obtaining permission to use copyright hymns. Messrs. Sherratt and Hughes printed the book for private circulation only; and on Founders' Day, January, 1902, it was used for the first time. On this occasion Dr. Wilkins expressed its purpose as follows:—

“ We wished it to contain utterances of that gratitude, that penitence, that faith and that aspiration in which all Christian people may and do delight to join. We hope that many will find in this book a true help, and will prize it long after their school days are past.”

In accordance with the last clause of the Trust deed, special prayers for pupils of the Jewish faith have been read in the Library at 9 a.m. during the last two years.

The geographical proximity of the School to the University, which had arisen quite naturally out of local conditions, was symbolic of a close relation between the two that was destined to be made much closer under the new order of things. It will be remembered that the Scheme provided for five representative members from academic bodies—the Universities of Oxford, Cambridge, London, Victoria and the Owens College. Two of these would anyhow be chosen from the local professorial staff, and naturally the other Universities tended to appoint to the Governing Board of the School distinguished graduates of their own, who also happened to be members of the College. Thus, so far as the Governing Body was concerned, there had always been a very close relation between the School and the College. Naturally a certain number of girls went on there as soon as ever the College was open to women (see Chapter VI). Nevertheless, owing to historical causes, the relation was, up to 1898, nothing like as close as that with Cambridge. As we have seen, that university had a system of examination of schools when the School was founded; it had then been asked to do the work, and continued to do so. Women had gone to Cambridge to study, and had come down fully qualified to teach, long before women were admitted to Owens College at all. The Cambridge Higher Local Examination had been established for the benefit of teachers, Miss Day herself being one of the first to gain its certificates, and most of the

staff followed her example. The close relation with Cambridge, once thus established, had continued.¹ Naturally as the High School had taken so many teachers from Girton and from Newnham, the girls who wished to go to college preferred to go to Cambridge, and the strong pressure of the staff urged them thither. The new Head Mistress, however, had been brought up under Miss Buss's influence to believe in the University of London, and had seen a close relation established between her own old school and the local University, even though this had been purely an examination tie. She had also seen in America, particularly in the University of Michigan, the very great advantages arising from a close and intimate connection between the Secondary School and the College; she therefore seized eagerly the opportunity which the constitution of the Governing Body, and the actual proximity in position, afforded of a still closer relation between School and College in Manchester. The Cambridge examination was abolished the first year, and in 1899 the Victoria University began what is still the custom,² the annual inspection and examination of the School, Professors Miall and Smithells, of Leeds, taking the Science work. That year the general work of the School was inspected by Mr. Kitchener, of the Oxford and Cambridge Schools Examination Board, but in succeeding

1. Miss Day thought it best, as a matter of principle, that a school should be connected very closely with one college; in this case the college was Newnham.

2. Now carried on through the Joint Matriculation Board of the Northern Universities.

years all the work was taken by the local University, since, under the direction of its Registrar, Mr. Alfred Hughes, a system for the inspection and examination of schools by it had been elaborated.

For two years Mr. Hughes inspected the School himself, assisted by specialists; one of these was Dr. Adolph Brodsky, the Principal of the Manchester College of Music, who in 1902 inspected the school music. This marked a closer relation with another institution in the city. Music Exhibitions tenable there were given by the Governors out of a surplus in the Hulme Fund in 1902, and again in 1906; and as vacancies have arisen on the staff of music teachers, they have filled in part by mistresses trained at the College of Music.

The Jubilee of the Owens College was celebrated in the spring of 1902. Honorary degrees in the University of Manchester were on this occasion awarded, not only to persons of eminence from outside, but to certain teachers in the city itself, whose long service and professional skill and standing marked them as suitable persons for such a recognition to the work of Secondary Schools. Among these was Miss Annie Adamson, our head Modern Language Mistress, and the *doyenne* of the Staff, who received the Honorary Degree of M.A., being presented by Professor Tout. This honour to the School was a source of much gratification to her colleagues and to the girls, who gave her the academical robes of the degree. As part of the festivities, the Whitworth Hall of the University was opened by the Prince and Princess of Wales on March 12th. It was arranged that the procession should

pass through Dover Street, and receive a loyal greeting from the girls of the three schools, who, wearing their respective colours, were drawn up on the pavement outside the building.

“As the procession approached, there was at first a deep silence, and then cheer upon cheer welcomed the Royal visitors, whilst all the girls vigorously waved their flowers. As the Royal carriage passed the door, a slight pause was made in reply to the hearty greeting of the girls and the mistresses, and the Prince and Princess bowed and smiled very graciously.”

(Extract from the School Magazine.)

When the late H. L. Withers was appointed Professor of Education at Owens College, he not only inspected the High School, but established another relationship between the two bodies in the training of teachers. His students came into the School for part of their practical work, a system which has since been elaborated and developed by Professor Findlay, while the Head Mistress of the School lectures regularly in the Department of Education at the University, much as a medical man in practice in the city might give lectures in the Medical Department.

Furthermore, the Matriculation of the Victoria University, rather than an examination of Cambridge or Oxford, became the standard school examination for which the higher forms sat, and year by year an increasing number of girls proceeded to the local University to take their degrees. Since the number of women graduates at Owens College had increased, and as time went on they followed a greater variety of courses, the Governors

Gymnasium Group, 1902.



Constance Moakes
Dorothy Dearden, * Francis Kerr
* Ethel Magnus, Miss Helena Bourne, Lilian Guppy
Dorothy Parry, * Marguerite Sunderland, Winifred Young
* Mabel Blackstock.

* Have since become Teachers of Gymnastics.

appointed such women to the School Staff, which was henceforward not so exclusively recruited from Cambridge. Of late years, indeed, some of the women lecturers at the Manchester University, and the Research Fellows and Students there have become part-time teachers on the Staff of the High School. It will be seen, therefore, that in all kinds of ways the relation between the School and the College has become extremely close; indeed, no other school in England shows anything like the same degree of intimate connection with a local University. This matter indeed is perhaps the most important of the changes in that time of transition at which, in tracing the history of the School, we have now arrived.¹

Another change that was coming about anyway through a natural evolution is the development of the school games. This was not due to any strong personal feelings or action at the time, on the part of the Governors, or Head Mistress; it is rather the result of the general movement for physical education that has influenced all schools during the last fifteen years, and which, so far as the girls are concerned, has been the work of the young women

1. Extract from the Head Mistress's Report, July 23rd, 1901 :—
"I have now dwelt on all these facts as illustrating the influence the College may have on the School, and as examples of the authority which our great Northern University possesses as the centre of higher education in this part of England. That influence and authority have been, in my opinion, of the greatest value to our School already; and I earnestly trust that nothing may in the future tend to destroy such a power for freedom and culture in education. Lancashire has in the past more than once originated movements destined to affect the national life; we here are proud to be associated, in however humble a way, with an experiment in educational organisation destined, perhaps, to be widely recognised."

who learnt to play games brilliantly at College. Lawn Tennis had been brought into the School by Miss Steedman and Miss McCroben of Cambridge, who had been prominent in organising the Lancashire Girls' Schools Lawn Tennis League,¹ and had encouraged the game in the schools when they became mistresses. The late Miss Nona Thring, niece of Thring of Uppingham, did a great deal for the Manchester School in this way. Her work is commemorated by the Memorial Games Cup, the gift of her family, which bears her name, and which, year by year, is awarded by the vote of a committee of mistresses and girls to the pupil who has done best in games, regard being paid in particular to hockey, which, with Miss Day's permission, was introduced into the School by Miss Thring.

She was a Mathematical Mistress; after her premature and much lamented death, her post was filled, first by Miss Rosa Patteron,² of Newnham, and then by Miss Edith Willis,³ of Girton, who have carried on the work of encouraging games. Cricket, fives and basket ball have been added to the tennis and hockey that were played in Miss Thring's time, an anonymous benefactor, through the influence of the Treasurer, Mr. Leonard Tatham, presenting the School with two fives courts, and the Governors aiding the Games Club by a grant to pay the expenses of hiring a field for hockey and cricket. The School yet lacks its own field, but the improvement of the playground achieved in 1908, out of some extra Hulme

1. See Appendix vi.

2. Head Mistress, Pendleton High School.

3. Deputy Head Mistress, Manchester High School.

money, has made this need less evident. The playground now will accommodate three basket ball teams, and this game, one of the best for girls, is played by every form in the School. It would, however, be better on a field.

Along with games, gymnastic work developed during these years of transition; in 1900 the Swedish system was given up in favour of the German method, which admitted music, and is more eclectic, Miss Helena Bourne being appointed as a full-time gymnastic mistress. Year by year the work grew with the School and the increasing enthusiasm of the girls, and the "Little Gymnasium" in the new wing became more and more inadequate. In 1902 the large playroom was fitted up as a gymnasium with a wooden floor, dressing-room, and new apparatus. This made possible the holding of remedial classes, as well as the ordinary work, and full afternoon classes for more advanced gymnastics. The gift of a cup by Professor Dixon to the School champion, and later another by Judge Parry for the junior champion, and the custom of gymnastic displays, to which parents and friends were invited, helped to stimulate what has proved to be as attractive a form of physical education as games. One might quote a saying of Dr. Lamb, then Chairman of the Governors, in July, 1903: "By all means let our daughters grow up like the cedars of Lebanon, but let the bird of Minerva find a perch in the topmost branches."

On January 19th, 1899, Founders' Day was for the first time observed, being the 25th anniversary of the opening of the School. After Prayers, Dr. Wilkins spoke of the

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early days of the School's history, and Canon Hicks¹ gave a short address. Since then, year by year, the day has been observed, the commemoration of benefactors being made according to the custom of other schools and colleges, and an address being given by some person of importance. In 1899 a School Magazine was established to aid in recording and preserving the continuity of the School's history. It has been from the first supported by the Old Girls' Association, and with ups and down, now stronger, now weaker, has managed to live ever since.

A school boarding-house, under Miss Shannon, was also started; this was very successful at first, but in two or three years' time the numbers diminished, and it had to be closed. Another, occupying a large house in High Street, Chorlton-on-Medlock, has recently been opened by Miss Burras, the chief German Mistress, and has rapidly filled.

In 1889 Mrs. R. D. Darbishire, who had done so much for the School on the housekeeping side, resigned from the Board of Governors owing to ill-health. In 1900, another change appears in the list of Lady Governors, which is thus chronicled in the School Magazine:—

“As the years go on, changes come, and some of the oldest friends of the School must pass away from among us, leaving us their example of good deeds and gracious courtesies; Mrs. Edward Behrens, who had been a member of the Governing Body since 1878, and a true and helpful friend to the School, succumbed this February

1. Now Bishop of Lincoln.

to an illness from which she had for some time suffered. As one recalls the impressions of even a short acquaintance, one is glad to have known such a woman,—stately, kind and generous, giving not only her money but her time and energies to educational and philanthropic work, and yet still the centre of a beautiful home, an embodiment in this century of the ideals of her people in the far-off days of King Lemuel.

“The vacancy arising among the Governors has been filled by the election of one of our most distinguished old girls, Mrs. Tout, M.A. (*née* Mary Johnstone), who is also Chairman of the new Owens College Women’s Union, and who gives us another link with the College, and with the School tradition of literary scholarship.”

The Behrens family founded a Memorial Scholarship at the Jews’ School in Derby Street, Cheetham Hill, which brings to us their head girl to be prepared for more advanced work.

The same year saw the whole of the school building restored to the School; during the days of decline in numbers part of the newer North Wing had been let off to the Owens College for its women students. Now that the numbers were again growing the whole building was once more needed. In March, 1901, the increase had brought attendance to over 400, which is the minimum number for financial stability.

The tendency in Lancashire for boys to be removed from school very much earlier than in London or in Scotland, had been noted in 1867 by Mr. Bryce. Although the business reasons which caused this in the case of boys did not obtain for girls, the same tendency showed itself prominently in 1898–99 in the Manchester High School, to

one who had worked in London, some of the girls leaving much earlier than those in the same class of society there. What were the causes of this, since girls were not, like the boys, going into offices and warehouses, where employers preferred them at a younger age?

Chief of these causes appeared to be the absence of any special reason or definite cause for their remaining in school after they had acquired the necessary minimum of general education. If a girl were going on to college, or were to become a teacher, then a parent could understand why she should remain at school till 18 or 19. But if she were to go home, there seemed to be no reason why the girl's natural desire, at 15 or 16, to be free from restraint and hard work, and to go home and have a good time, should not be gratified by the indulgent parent who did not happen to believe in the value of general culture for its own sake. How could this difficulty be got over? How could parents and girls be induced to believe in the value of another year or two at school, when the girl's more mature mind and strengthened physique enables her to make twice or three times as much progress as she can do before 15. Two methods suggested themselves, one, borrowed from America, to make general education so interesting and attractive that girls would love it for itself, and would remain at school in order to continue studies, whose beauty and delight had been made evident to them by skilled and enthusiastic teachers. The other plan was to introduce into the curriculum subjects which would be of as much definite practical value to the girl who was to

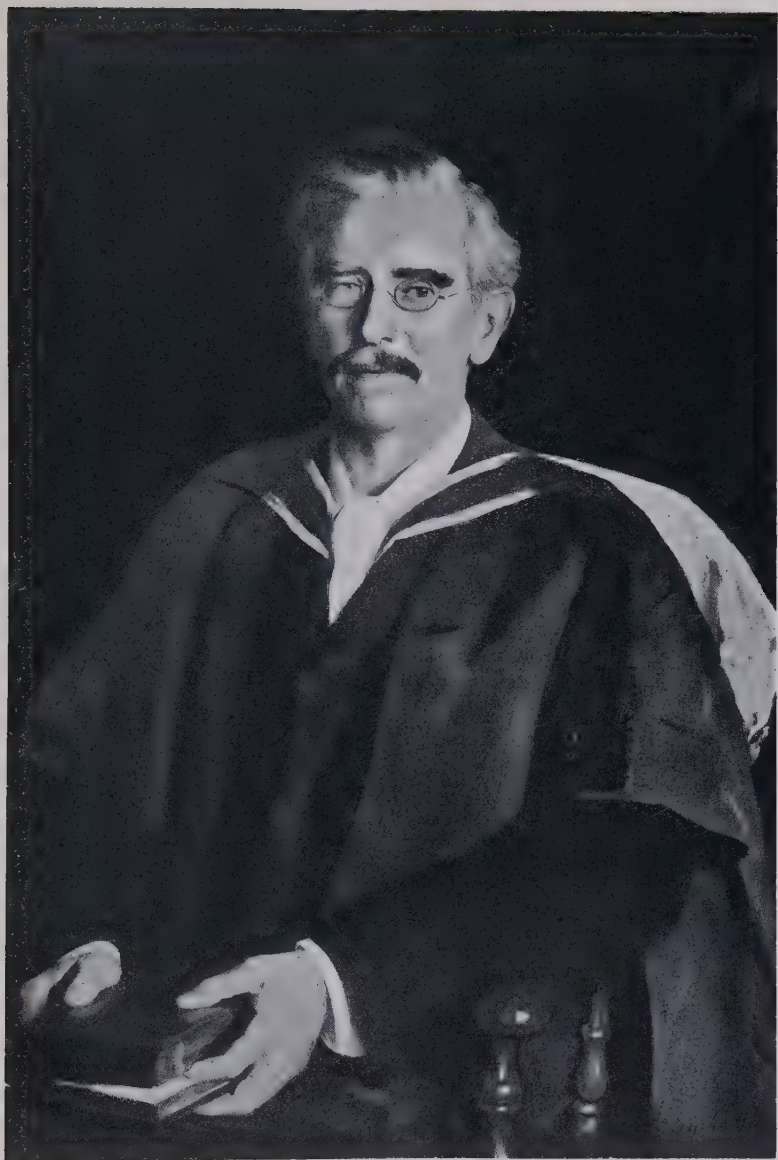
be at home, as preparation for college and examinations were for the girl who was to enter a profession. These views received the approval and support of Dr. Wilkins and the Governors, and in the new session, September, 1900, a Housewifery Class was organised, where girls could continue their general education in English and Modern Languages, and also receive lessons in cookery and other domestic arts as preparation for home life. Miss Blanche Henry, of the Battersea Polytechnic, was appointed to inaugurate this work. At first the course was for one year, but it proved so welcome that a demand was later expressed for a second year's course, and thus two years have been added, in the case of girls of this department, to their ordinary school life. The next year another technical side was organised, that for training secretaries. It began in 1901 with only one pupil. But under Miss K. V. Moore it has grown and developed till it numbers now nearly forty. The fact should never be forgotten that these technical departments could not have been established without the sympathy and support of Dr. Wilkins. Himself a classical scholar and a university professor, he might well have been expected to look down on these new practical subjects; but so marked was his liberality of mind, and the width of his educational outlook, that he not only consented to allow the Head Mistress to try these experiments, but warmly supported her. It is gratifying to think that he was spared to us long enough to see these experiments crowned with success.

Dr. Wilkins had indeed done much for the School. He

was one of the original founders; he had helped to develop its strong classical tradition; he had been an active member of the Governing Body even before his chairmanship on 1892; but he never did more for it than in guiding it through those difficult years of transition between 1898 and 1902, when the new had to be welded on to the old, when the best of a great tradition had to be preserved uninjured, and at the same time, changes had to be made to meet the conditions of a new century. To the present writer, his memory will always be honoured and dear; she owes more than she can say to the sympathy, the fatherly guidance, the cautious judgment, and the unfailing readiness to help which he, as Chairman, gave to an inexperienced Head, called to direct the destinies of a great School to which till then she had been a stranger.

In the autumn of 1902, just before what proved to be a period of change and advance in the life of the School, Dr. Wilkins was struck down by a serious heart trouble, and was obliged to resign not only his chairmanship of the High School, but his chair of Latin at the University.

He was able, however, to retain his post as Lecturer in New Testament Greek, and much of his examining and literary work, limited as he was to his own study at home, and a very occasional drive or holiday. Those who saw him thus struggling to the end through weakness and pain, to do what he could, while strength enough remained, will never forget the example they beheld of courage and persistence in trial, and cheerfulness and patience in adversity. "*Impavidum ferient ruinae*" is not enough to say,



A. S. Wilkins.

for there was joy as well as fearlessness. He still remained a Governor, was consulted from time to time on school business, and attended some committees (especially those for the award of exhibitions), sometimes held at his house. Suddenly the end came, at Rhos-on-Sea, on the very day of the Free Trade Hall meeting in July, 1904.

The School has many memories of men and women who have worked for it, and built into it much of themselves; some of these still work for us, in fact or in thought. Others, like Augustus Samuel Wilkins, have

“Passed content, leaving to us the pride
Of lives obscurely great.”

Group of Mistresses—1902.



From left to right:—Row 1. (back)—Misses Abby, Jane, May, Harkey, Marie E. Jones, Harkey.
 Row 2.—Misses Marie Bonn, Gertrude Tidel, Hettie Day, Alice Shammie, Winifred Sears, Ida Hiles, Caroline C.
 Coignon.
 Row 3.—Misses Louisa S. Dendy, Kiero K. Moake, Rosa Patterson, Sara A. Bursall, Annie A. Adamson,
 Frances W. Harrison, Alice Garrett.
 Row 4.—Misses K. Violet Mason, Blanche Herr, Florence A. Pollard, Helman Burton, Amy Welch, Elizabeth

The New Century

CHAPTER IX.

THE NEW CENTURY.

The division of human history into centuries is, of course, purely arbitrary; and yet, oddly enough, a new century does often seem to bring with it a new era. As we all know, this was markedly the case with the twentieth century. The death of Queen Victoria at its very beginning in January, 1901, closed a period in our national life which will always stand out as the Victorian age. So, too, the Boer War, which shook our national self-satisfaction, and taught us to set our house in order, marks the beginning of a new attitude in national opinion—a change which had been prepared for as it were underneath the surface during the wave of reaction that filled the closing years of the nineteenth century from 1880 onwards. These psychological and social forces showed themselves nowhere more markedly than in the field of education. The impulse to collectivism, to greater State control, and to the extension of the sphere of State action, this impulse which gathered strength all through the later Victorian age, has been yet further strengthened by the events and the condition of public opinion since the age closed. The whole country is beginning to believe in education, since it realises the advantages other nations have thus gained, and the dangers to which it is exposed in the international struggle for supremacy, through its neglect in the past to

provide that intellectual training of the human material, which under modern conditions is a necessity for all.

Thus we live to-day in a period marked prominently by the increasing control of the State in education. The Act of 1902, which for the first time established all over England public authorities empowered to deal with every type of education, and to "supply or aid the supply," not only of Elementary and Technical, but of Secondary and Higher Education, although it was not passed in response to popular clamour, is profoundly significant of the growth in public opinion. The Taunton Commission of 1867 had, as we have seen, been largely responsible for the movement to found High Schools for Girls. Under the Chairmanship of Mr. Bryce, a Royal Commission had sat in 1894, and reported in 1895, dealing with secondary education only and on perfectly general lines. It recommended that local authorities should be established to deal with secondary education, and while its direct influence was not apparently extensive, it was one of the agencies preparing the way for the 1902 Act, which created one new local authority everywhere, a committee of the County or City Council to deal with every type of education.

It is yet too soon to say how far the Act will affect a school like ours, but even during the last nine years it has already been affected, and as time goes on, the influence may be stronger. In Manchester, early in 1903, was established a local education authority under the new Act, the Education Committee of the City Council. The Governors of the School were asked to nominate a



Cookery School, 1911.

woman as representative, and they conferred on the Head Mistress the honour of sending in her name. The system of nomination has since been abolished, but the City Council has year by year co-opted Miss Burstall as a member of the Committee, where she forms one of the three professional teachers it includes—the others being the Vice-Chancellor of the University, and Mr. Lakin, Head Master of a Council school.

This Manchester authority has chosen to aid the supply of Secondary and Higher education, and gives grants to institutions furnishing such education, even if not established and entirely controlled by itself, thus encouraging variety and independence in education. Among these grants is £100 a year from the City Council to the Manchester High School—a sum not large, but valuable as an expression of public confidence, and of the co-ordination of all public educational institutions in the city, being the official recognition of the place the School holds, in the supply of secondary education for girls. Under the new Scheme (1911) for the government of the School, the Manchester City Council appoints four representative Governors,¹ and the Lancashire and Cheshire Councils one each, both of these representatives at this moment being ladies.² The Lancashire County Council gives a grant of £2 for every girl who attends the School from the administrative county, and the Cheshire County Council gives a block grant. Local authorities have also

1. The Right Rev. the Dean, Sir T. T. Shann, Mr. Alderman Turnbull, and Miss Mary Dendy.

2. Mrs. B. M. Rawcliffe (Lancashire), Miss E. M. Greg (Cheshire).

established a scholarship system—Junior, Intermediate, and Senior (to the Universities); these are tenable at the High School, or can be won by its girls who are going to College, and thus, as a consequence of the Act of 1902, the scanty provision of scholarships for girls, whether at school or college, has materially been extended.

The local authorities have also been obliged, by the Board of Education, the central authority, to provide that intending teachers in Public Elementary Schools should receive a good secondary education. Most of these, in Manchester, attend the Municipal Secondary Schools, but some come to the High School, and increasing numbers of the ordinary pupils take up work in Public Elementary Schools; thus, an increasing number of our girls go on to the Manchester Municipal Day Training College, and to the Day Training Department of the University, and thence into the Public Elementary Schools, themselves sending us, perhaps, their own pupils, through the new scholarship system. Geography is required by the Board of Education as a compulsory subject to matriculation standard for all intending teachers. Thus of late years, it has become a much more important subject at the top of the School. The new methods have been introduced by Miss Beatrice Leach, a mistress since 1890, who is now responsible for the geography throughout the School.

We must now lightly touch upon another important development of late years—the increasing control of the Board of Education at Whitehall over Secondary Schools, including, in many cases, the older Boys' Grammar Schools

and the new High Schools for Girls. This control, in the characteristic English fashion, has come about through the offering of grants by the Board to schools that choose to comply with certain regulations directed to secure efficiency, public control and responsibility. It will be remembered that State control of Elementary Schools began in exactly the same way in 1833, by the distribution of a small Parliamentary grant to the British and National Schools which had grown up of themselves, and founded by public-spirited persons to provide education for the masses of the people.

A school like ours, which had always accepted the principle of public control and responsibility to the public, found it quite easy, without any restraint to its freedom, to comply with the regulations of the Board. At first the system of the Board was to give grants for Science work in day secondary schools, just as the old Science and Art Department had given grants for Science work in the evening classes. In the session 1900-01, the Governors of the High School applied for these, and the only practical difference in the class work was that the mistresses had to keep careful registers of attendance, and that the inspectors of the Board came in from time to time to look at the work, and had to be satisfied as to the qualifications of the staff, the apparatus, etc. Since the standard in such matters had always been high, the presence of H.M.I. made no difference at all, except to the feelings of the Mistress. The increased funds thus accruing to the School made possible two important

improvements in the school building, which had long been desired—the provision of a proper Cookery School and of a Biological Laboratory.¹ These were added to the small south-west wing, and were formally opened in March, 1905, by the Lord Mayor of Manchester, Sir T. T. Shann, and his daughter, the Lady Mayoress. The same year a piece of land in Victoria Park for a School Garden was kindly lent by the late Mrs. Hyland; it was given up later.

Year by year the regulations of the Board were altered slightly in the direction of greater latitude; they took cognisance of other subjects as well as Science, and of the work of the whole School as well as of the particular classes whose attendance was taken and upon whom grants were paid. The somewhat stiff regulations as to curriculum and time-table were also relaxed, and the freedom of the Head to organise in accordance with the various needs was more fully recognised. It was required that the whole School should occasionally submit to a very complete and searching inspection by the Board. The first of these was held in the Autumn Term of 1904, jointly by the Board, who sent seven inspectors, one being a woman, and by the University of Manchester, which sent two. The second took place in November, 1910, and was characterized by the careful attention His Majesty's Inspectors

1. Good work in botany had been done from the early days: zoology was introduced in 1901, Miss Ida Hiles, M.Sc., teaching it. She was succeeded by Miss Grace Wigglesworth, M.Sc., and she by Miss Mary McNicol, M.Sc., Beyer Fellow (1906) of the University of Manchester. These were old girls: details of original work published by them will be found in the Appendices.



Biological Laboratory, 1911.

gave to the marked development of the Housewifery and Secretarial Departments since their former visit.

The report of the first inspection, while fully recognising the excellence of the building and equipment, drew attention to the only serious deficiency, the inadequate lighting of the place. Fortunately, as it turned out, the inspectors came in a very foggy week in November, when gas had to be used nearly all day, and windows could not be opened. The state of the atmosphere in a rather full class-room can be more easily imagined than described. The Governors and the Head Mistress had considered earlier the installation of electric light, which they knew was the proper way out of the difficulty. The cost, however, in so large and scattered a building already erected must necessarily be considerable, more than the ordinary resources of the School could bear, even with the Government grant. An appeal was therefore made to the public, and a special fund opened; parents, old pupils, friends and girls all helped, and nearly £500 was collected. The other half of the cost was borne by the ordinary School revenue in the course of the next two years.

The installation was made in 1906. Another substantial improvement to the fabric was made possible in 1908, through the falling in of certain special Hulme Trust funds. The whole of the playground was re-laid, and a substantial brick wall, and a shed, where, if necessary, outdoor lessons could be given, were erected. In the vacation of 1909 a bicycle house was added, with a special

entrance from the street level into the playground: in that of 1911 an emergency staircase from the Lecture Hall, and a new drainage system were put in.

While the wear and tear of a building which has had to stand the corrosive Manchester atmosphere for thirty years, as well as the passage of hundreds of people every day through its stairs and corridors, is at present considerable, and involves a large outlay annually in repairs, it is most satisfactory to the Governors that the fabric designed and erected a generation ago should still be fully adequate to modern needs; should still be fulfilling the hopes and expectations of its founders; as one of them said, in a letter of the 5th March, 1881: "I have heard the opinion expressed that the School will be the most perfect of its kind yet erected."

The Chairmanship of the Governors was held from the autumn of 1902 to that of 1905 by Dr. Horace Lamb, Professor of Mathematics in the University of Manchester. On his resignation, the present Chairman, Professor T. F. Tout, was elected. The Board of Governors now contains only two of the original founders who have seen the School grow up from the beginning, Sir Edward Donner and Miss Gaskell, daughter of the most gifted and famous of Manchester women, the author of "Mary Barton" and "Cranford." It is difficult to sum up here and now what Miss Gaskell has done for the School: in the choice of mistresses, in matters of art, music, literature, scholarship, she has always been ready to guide and advise.

The period of growth which has set in during recent

years has meant increased pressure on the Staff, in spite of additions to it. To meet this the Governors have instituted a sabbatical term for mistresses after ten years' service; that is, the mistress has leave of absence with full salary, and a substitute provided by the School, in order that she may travel, rest, or study, and acquire new vigour for her work. In the autumn of 1907 the Head Mistress went to America for such a holiday, and since then senior members of the Staff have in turn been similarly on leave. The establishment of this plan has been largely the work of Miss Gaskell and Sir Edward Donner, whose deep interest in the well being of the Staff has shown itself all through the years, and in many ways besides the Sabbatical term. It is hoped that here, as elsewhere, the School may set a precedent that will be generally followed in high schools. A Pension Fund has also been established, which is managed by a joint committee of Governors and Mistresses; it is contributory, and will be compulsory on all new members of the Staff.

In 1908 the Head Mistresses' Association held its Annual Conference in Manchester at the School. It had done so in 1882, just as the new building was occupied; Miss Buss, its founder and President, being of course among the visitors to the School which later on was to mean so much to some of her old girls. On the second occasion the most noticeable feature was the number of head mistresses who had themselves been pupils or teachers in the Manchester High School. One peculiar custom as to the Staff may be one reason for this fact—the custom of changing the

Second Mistress; the post with us is not a permanency. It is held for a time by one mistress, and then another is appointed, and has the opportunity of learning how to run a large school. There is thus always on the Staff a certain number of senior mistresses who have had some training in administrative work, and are qualified for headships.

What may prove to be a step of far-reaching importance in the work of the School was taken in September, 1908, when formal and careful medical inspection of individual pupils was established as a regular part of its routine. For many years the School had profited by the services of a Medical Referee; the first to hold this post was Dr. Cullingworth, but in 1888 he removed to London to pursue the distinguished career as a specialist which was so untimely cut short. On his resignation Dr. John Scott, who held an appointment at the Manchester Southern Hospital, succeeded, and still acts, as he has for more than 22 years, as Medical Referee. Individual medical inspection by a qualified woman had long been the custom in many London schools, notably, at Clapham High School, and other schools of the G.P. D.S. Trust. In 1908 circumstances made possible what had long been the wish of the Governors and Head Mistress here, the appointment as Medical Inspector of a woman doctor, Miss Catherine Chisholm, M.B., of the University of Manchester, being chosen. With the increasing stringency of examination requirements, the pressure of competition for scholarships and professional posts, and the greater strain thus thrown on girls and young women during a susceptible and



Left to right.—Row 1. (back)—May Middleton, Mary Burton, Margaret Corbold, Margaret Scott, Gertrude Cocks, Dorothy Fox, Margaret Hogg, Gertrude Mielziner, Dorothy Flowerdew.
 Row 2.—Elsie Blackburn-Brown, Elsie Foster, Hilda Broadbent, Dorothy Blackledge, Lenora Moodie, Rachel Boullen, Nathalie Rosenblum, Judith Jacobs, Lynette Finlayson, Lily Letter, Dora Barber.
 Row 3.—Kärlä Brunnenschweiler, Mary Bradley, May Walker, Connie Parish, Constance Liebmann.

important period in their lives, it is more than ever necessary that the teacher should have the counsel and support of experienced medical authorities in planning a girl's education.

But this is hardly the place to speak of the problems and difficulties of the future, which now press on those who are to-day responsible for guiding the destinies of the Manchester High School; it is their hope and endeavour that the opportunities given to them through the labours of the past may be used not unworthily of so fine a tradition.

“If I have said little of this higher aspect of the history of the School, it is not because we are blind to it, but because that is not my present business. Yet, in conclusion, I would bid you remember that the only true history of a school is that which is written in the lives of those who have been trained in it. The wives and mothers of the next generation of Manchester men must bear witness for us whether the work of the last twenty years has been, as we believe it to have been, a work for good.”¹

1. Dr. Wilkins' (July 26th, 1892) speech as Chairman at the public meeting.

Appendices

APPENDIX I.

PUBLICATIONS BY PAST OR PRESENT MISTRESSES OF THE MANCHESTER HIGH SCHOOL.

BROOKE, Mrs. (Miss Amy Bulley).

“Women’s Work.” Joint author. (Methuen, 1894.)

Journalistic work, pamphlets and songs.

BURSTALL, Miss S. A., M.A.

“English High Schools for Girls.” (Longmans, 1907.)

“Impressions of American Education in 1908.” (Longmans, 1909.)

“Public Schools for Girls.” Three articles: History; Physical Education; Medical Inspection. Joint editor of book. (Longmans, 1911.)

Contributions to “School World,” and other educational articles.

COIGNOU, Miss CAROLINE, M.A.

“Catholic Evening Schools and Clubs in Manchester in Continuation Schools in England.” (Manchester University Press, 1907.)

DRUMMOND, Miss EDITH.

“The Story of our Native Land and Empire.” (Blackie and Son.)

FARADAY, Miss LUCY WINIFRED, M.A.

“Irish Influence in Early Icelandic Literature.” Vol. 44, Part I. *Proceedings of the Manchester Literary and Philosophical Society.* (Manchester, 1900.)

“Popular Studies in Mythology.” Nos. 12 and 13 on the Edda. (Nutt, 1902.)

HARRISON, Miss F. W.

(1) “Dictation from the Best Authors.” (Longmans and Co., 1908.)

HARRISON, Miss F. W., and Miss ELIZ. HARRISON, M.A.

(2) “The Beginner’s English Grammar.” (Longmans 1911.)

JOHNSTONE, Miss HILDA, M.A.

- (1) "State Trials in the Reign of Edward I.," by T. F. Tout and H. Johnstone. (Royal Historical Soc.)
- (2) "A Hundred Years of History from Record and Chronicle, 1216—1327." (Longmans and Co.)
- (3) Contributions to the *English Historical Review*, the *Scottish Historical Review*, etc.

LEE, Miss H. M.A.

- "New Methods in the Junior Sunday School" (National Society, 1907).
- "The Sunday Kindergarten." (National Society 1909.)
- "Characters and Scenes from Hebrew Story." (National Society, 1909.)
- "Talks to the Training Class." (National Society, 1910.)
- "Lessons from the Life of Our Lord." (National Society, 1911.)

LIMEBEER, Miss DORA, M.A.

- "Britain in the Roman Poets" in *Melandra Castle*. (The University Press, Manchester, 1906.)

LONG, Miss M.

- "On Geiser's method of Generating a Plane Quartic." *Proceedings of the London Mathematical Society*, Series 2, Vol. 9, Part 3. (Feb. 1911.) pp. 205-230.

McNICOL, Miss MARY, M.Sc.

- (1) "The Bulbils and Pro-embryo of *Lamprothamnus alopecuroides*" (A. Braun). (*Annals of Botany*, Jan., 1907.)
- (2) "On Cavity Parenchyma and Tyloses in Ferns." (*Annals of Botany*, July, 1908.)

MERCIER, Miss WINIFRED.

- "An Experiment in the Teaching of History." (*Historical Association Leaflets*, No. 17.)

MOORE, Miss K. V.

- "A First Book on Principles of Accounts." (Edward Arnold, 1911.)
- "Modern Touch Typewriting." (Edward Arnold 1911.)

POLLARD, MRS. A. W. (Alice England).

"True Tales from Greek History." (Griffith and Farran.)

RHYS, Miss I. L.

"The Education of Girls in Switzerland and Bavaria." (Blackie and Son, 1905.)

SIMONS, Miss AGNES.

Review of vols. vi and viii of a Translation of Dr. H. F. Helmholtz's "Weltgeschichte" in the *English Historical Review*.

STURGE, Miss M. C.

"The Truth and Error of Christian Science." (Murray.)

SMEDLEY, Dr. IDA.

- (1) "The Benzyl Aniline Sulphonic Acids, their Bromo- and Nitro-Derivatives." (Proc. Chem. Soc.) (Thesis for D.Sc.)
- (2) Studies on the Origin of Colour.—"Derivatives of Fluorine." (Trans. Chem. Soc., vol. 87, p. 1249, 1905.)
- (3) "Action of Sodium on $\alpha\alpha$ dichloro propylene." (Proc. Chem. Soc., vol. 22, p. 158, 1906.)
- (4) "Refractive Power of Diphenyl hexatriene and allied Hydrocarbons." (Trans. Chem. Soc., vol. 93, p. 372, 1908.)
- (5) "Relation between Chemical Constitution and Optical Properties of the Onomastic α and γ diketones." (Trans. Chem. Soc., vol. 95, p. 218, 1909.)
- (6) Note on the Constitution of the Carboxyl Group." (Trans. Chem. Soc., vol. 95, p. 231, 1909.)
- (7) "Stereo isomeric modifications of $\alpha\beta$ dibromo-benzyl acetophenone." (Proc. Chem. Soc., vol. 25, 1909.)
- (8) "Relative Influence of the Ketonic and Ethnoid Sinkings on Refractive Power." (Trans. Chem. Soc., vol. 97, p. 1475, 1910.)

- (9) "The Constitution of the β di-ketones." (Trans. Chem. Soc., vol. 97, p. 1484, 1910.)
- (10) "The Condensation of Crotonaldehyde." (Trans. Chem. Soc., vol. 99, p. 1627, 1911.)

TOUHIKIAN, Mme. C. P.

"L'Ami de l'Enfant." (Longmans, 1910.)

WALSH, Miss G. M., M.Sc.

" β Methyl $\Delta^{\alpha\lambda}$ dodecadiene, etc." Joint author. (Trans. Chem. Soc., vol. 99, 1911.)

WATSON, Mrs. HELEN H. (Miss Rogers).

Novels.

Andrew Goodfellow. (Macmillan, 1906.)

The Captain's Daughter. (Mills and Boon.)

Love the Intruder. (1909, R.T.S., cheap ed. 6d. 1911.)

The Open Valley. (Cassell, 1912.)

Juvenilia.

Notes and Introduction to Book of Golden Deeds.

Part I 1905, Part II 1906. (Macmillan.)

That Boy Jack. (Hogg.)

The King's Sword. (R.T.S.)

Hester Lavenham. (R.T.S.)

Two of Them and the Prince. (R.T.S.)

Peggy, D.O. (Cassell, 1910.)

Peggy, S.G. (Cassell, 1911.)

Short Stories, Articles, etc., for various magazines and papers.

WIGGLESWORTH, Miss GRACE, M.Sc.

- (1) "Notes on the Rhizome of *Matonia pectinata*." (*New Phytologist*, July 1902.)
- (2) A Note on "The Cotyledons of *Ginkgo biloba* and *Cycas revoluta*." (*Annals of Botany*, Sept., 1903.)
- (3) A note on "The Papillae in the Epidermoidal Layer of the Calamitean root." (*Annals of Botany*, Oct. 1904.)
- (4) "The Young Sporophytes of *Lycopodium clavatum* and *complanatum*." (*Annals of Botany*, April 1907.)

APPENDIX II.

SOME EXAMPLES OF ADMINISTRATIVE AND PUBLIC WORK
CARRIED ON BY OLD GIRLS.

BYROM, A. EDNA.

Member of Ashton Board of Guardians for Droylsden.
Member of County Education Committee. Local area
35.

Member of Governing Board Ashton-under-Lyne
Secondary School.

Member of Managers of Droylsden Council Schools.

Member of Droylsden District Nursing Association
Executive Committee.

Secretary of Manchester and Salford Mission Cripples'
Guild.

COIGNOU, CAROLINE, M.A.

Inspector under the West Riding Education Committee.

COOKE, ALICE M., M.A.

Representative Governor, Leeds University, of the
Settle High School for Girls.

Late Member of Committee Manchester University
Settlement.

Member of Committee North of England Society for
Woman's Suffrage.

CROMPTON, ALICE, M.A.

Representative of Convocation on the Manchester
University Court, since 1901. Secretary to the
Scottish Federation of Women's Suffrage Societies;
formerly Secretary to the Dundee Branch. Late
Warden of the University Settlement, Ancoats,
Manchester.

FRITH, GULIELMA (née Nash).

Joint District Head, City League of Help, 1908 to date.

Founder and Secretary of the Chorlton-on-Medlock Sick Nourishment Scheme.

KING, MARY (née Roby).

Governor, Manchester High School, 1897 to 1900.

KNOWLES, FRANCES IRENE, M.A.

Assistant Secretary Princess Christian College, Manchester, July—Sept., 1906.

Lady Superintendent of Labour Bureau under Manchester Distress Committee, October 1906 to Jan., 1910.

Supervising Officer—Board of Trade Labour Exchanges, (Women's Department), Lancashire, Feb. 1910, to present date.

KOETTER, EMILIE.

Inspector of Physical Education under the Board of Education.

NUTTALL, ANNIE, M.A.

Hon. Sec., Teachers' Guild, Manchester Branch, 1905 to 1909.

PANKHURST, CHRISTABEL, LL.B.

Organizing Secretary, Women's Social and Political Union.

PANKHURST, ADELA.

Late Assistant Organizer, W.S.P.U.

TAYLOR, JESSIE FLEMING.

Hon. Secretary, Eccles League of Young Liberals, 1908 to date.

TAYLOR, GRACE.

Lecturer in Elementary Schools, on Care of Infants, under Manchester School Board and Education Committee.

TOUT, MARY (née Johnstone), M.A.

Governor of Manchester High School since 1900. First Chairman of the Women's Union in the University of Manchester, 1900. Representative of Convocation on the University Court since 1904; representative Governor of Oldham Hulme Schools, 1903—1909; member of Council of Ashburne Hall. Member of Withington Education Committee, 1903—1904. Manager of St. Cuthbert's School, Withington since 1904. Chairman of Manchester Committee of the Federation of University Women, 1910—11. Vice-President of Junior Division of the Manchester Branch of the National Union of Women Workers, 1911. Vice-President of North of England Society for Women's Suffrage.

WROE, MARGARET.

Teacher at Heyrod Street Girls' Club since 1886. Hon. Secretary of Froebel Association, Manchester.

APPENDIX III.

MEMBERS OF THE HEADMISTRESSES' ASSOCIATION.

A. FORMER MISTRESSES OF THE MANCHESTER HIGH SCHOOL FOR GIRLS.

Miss Day, Glenside, Walmer, Kent: a Vice-President of the Association.

Miss Aitken, Girls' High School, Pretoria, Transvaal.

Miss Dolby, Girls' Modern School, Bedford.

Miss Drummond, Bridlington High School for Girls, Yorkshire.

Miss Lea, M.A., King's High School for Girls, Warwick.

Miss Limebeer, M.A., Wallasey High School, Cheshire.

Miss McCroben, M.A., The High School, Wakefield.

Miss Patterson, M.A., Pendleton High School, Manchester.

Miss Rhys, M.A., The Belvedere School, G.P.D.S.T., Prince's Park, Liverpool.

Miss Slater, M.A., Paddington and Maida Vale High School, Elgin Avenue, W.

B. FORMER PUPILS OF THE MANCHESTER HIGH SCHOOL FOR GIRLS.

Miss Bevan, The South Liverpool High School for Girls, Sefton Park, Liverpool.

Miss Boon, M.A., Bede Collegiate School, Sunderland.

Miss Clement, B.A., The Godolphin and Latymer School, Hammersmith, W.

Miss M.E. Hall, M.A., Loughton High School for Girls, Essex.

Miss Headridge, M.A., Middle School for Girls, Exeter.

Miss Holme, M.A., The County Girls' School, Caermarthen.

Miss Lea, M.A., King's High School for Girls, Warwick.

Miss Windsor, M.A., High School for Girls, Ludlow.

APPENDIX IV.

A LIST OF SOME OLD GIRLS WHO HAVE QUALIFIED AS
MEDICAL PRACTITIONERS.

- BYLES, HILDA. M.B., B.S., London (London School of Medicine for Women), 1906. In sole charge of a hospital at Hankow.
- BUCKLEY, LUCY (Mrs. Pinniger). M.B., Ch.B., Glasgow, 1900; B.Sc., Manchester. Inspector of School Children, Oldham. Has practised privately in Leeds.
- CLAYDON, OLIVE, M.D., London, 1905. Clinical Assistant, Northumberland County Asylum, 1902. Resident Medical Officer, Edinburgh Hospital for Women and Children, April-October, 1902. Assistant Medical Officer, Canning Town Medical Mission, October-April, 1902-3. House Surgeon, Chorlton-on-Medlock Dispensary, May, 1903, to May, 1904. Resident Medical Officer, Maternity Department, New Hospital for Women, Euston Road, London, July-December, 1904. Engaged in private practice at Oldham.
- CORBETT, CATHARINE LOUISA. M.B., Ch.B., Manchester, 1905. D.P.H., Cambridge, 1907. Junior Medical Officer, Battersea Maternity Hospital, 1905. Assistant Medical Officer, Chelsea Infirmary, 1906. Assistant Medical Officer, West Ham Hospital. Medical Inspector of School Children, West Riding of Yorkshire.
- GEILER, GERTRUD HERMINE (Mrs. G. Hickling). M.B., Ch.B., B.Sc., Manchester, 1910. Honorary Medical Officer, School for Mothers. Anæsthetist to Children's Hospital, Pendlebury.
- GUEST, EDITH M. M.B., B.S., London (London School of Medicine for Women), 1908. Engaged in private practice at Llandudno.
- HUXLEY, FRANCES MABEL. M.B., Ch.B., B.Sc., Manchester, 1908. Frauenklinik, Strassburg-in-Elsass (Prof. Schling), Junior Assistant, 1908-9. Outdoor

House Surgeon, Glasgow Maternity Hospital, 1909-1910.
At present doing Research in Prof. Noël Paton's
Laboratories, Glasgow. Articles published in *Journal of
Obstetrics*, Nov., 1910.

KNOWLES, BEATRICE. M.D., London, 1900.

OBERDORFER, ALICE (Mrs. Stewart Stalker). M.B., Ch.B.,
Manchester, 1907. Assistant Medical Officer of Health,
Bournemouth.

ROYLE, ELSIE MARSH. M.D., Manchester, 1909
(Thesis commended). 1907-1909, Pathologist and
Clinical Assistant at Christie Hospital for Cancer,
Manchester. 1909, Assistant Medical Officer, City of
London Infirmary, Clifton Road, London, N.E.
Publications: "On the Composition of the Urine in
Malignant Disease and its relation to Current Theories
of Tumour Growth" (*Medical Chronicle*, August and
September, 1909); "An Aid to Diagnosis in Cancer"
(*Lancet*, August 13th, 1910).

ROBINSON, FLORENCE. M.B., B.S., London, 1901. House
Surgeon at St. John's Hospital, Lewisham, 1902.
Present appointments: Lecturer in Hygiene at the
Princess Christian College and Withington Girls' School.
On the visiting staff of the Inebriates' Home, Egerton
Road, Fallowfield. Doctor to Ashburne Hall, the Hall
of Residence for women students of the University.
Honorary Medical Officer to the Domestic Servants'
Lodging House, Grafton Street; and also to the Training
Home for Domestic Servants, Clyde Road, W. Didsbury.
Honorary Medical Officer to the Hulme Branch of the
Manchester School for Mothers. Last eight years in
private practice, first at Gorton, now at Withington,
Manchester.

WIGGLESWORTH, WINIFRED. M.B., B.S., London, 1902.
D.P.H., Manchester, 1910. Junior Obstetric Assistant,
Royal Free Hospital, 1903-4. Senior Obstetric Assistant,
Royal Free Hospital, 1905. Assistant Medical Officer
at the Tuberculin Dispensary, 1911.



Left to right.—Row 1. (back)—Lucy Baynes, Ethel Benn G., Elizabeth Simon, Kate Dully, Louise Chaffers.
Row 2.—Caroline Morrison, Elsie Bryant, Ethel Bailey, Miss Burdall, Nellie Stott, Edith Edmunds, Katherine Mothersall.

Row 3. Mabel Lyndon, Lois Bentz, Hilda Pearson, Sprague Epstein

All these girls went to College.

APPENDIX V.

LIST OF FORMER PUPILS IN THE MANCHESTER HIGH SCHOOL

A. GRADUATES OF THE UNIVERSITY OF MANCHESTER.

The references in brackets are to classes in honour schools for the degrees of B.A. and B.Sc.

Degree of M.A.

Bailey, Ethel (1910) (I. Class. Hons.).

Bauerkeller, Dora Therese Jessie (1908) (I. Mod. Lang. Hons.).

Bedson, Muriel Alice (1909) (II. Mod. Lang. Hons.).

Bell, Minnie Josephine (1909) (I. Mod. Lang. Hons.).

Blackstock, Kate (1902) (II. Hist. Hons.).

Boon, Mabel (1903) (II. Eng. Lang. and Lit. Hons.).

Boss, Elizabeth Wilson (1901).

Bourne, Gertrude (1901) (II. Hist. Hons.).

Brown (Mrs. T. Brown) (1898).

Bryant, Elsie Isabella Victoria (1910) (III. Hist. Hons.).

Chaffers, Helen Louise (1905) (II. Class. Hons.).

Clarkson, Jessie Dewrance (Mrs. A. R. Skemp) (1906)
(I. Hist. Hons.).

Cooke, Alice Margaret (1893) (I. Hist. Hons.).

Craig, Alice Margaret (1893).

Craig, Robina Young (1911) (III. Hist. Hons.).

Crompton, Alice (1893) (I. Class. Hons.).

Dixey, Gladys Niven (1911) (II. Class. Hons.).

Dodge, Eva (1904) (II. Hist. Hons.).*

Edwards, Sarah (1908).

Graham, Elizabeth (1910) (III. Eng. Lang. Hons.).

Green, Amy Faith (1909) (II. Mod. Lang. Hons.).

Hall, Mary Elizabeth (1903).

Hargreaves, Marion Campbell (1907)

Harvey, Amy Cecilia (1910).

* Author of "The Teaching of History in Girls' Schools in Germany."
Manchester. 1908.

- Hawcridge, Marion (1906) (III. Eng. Lang. Hons.).
 Hewitt, Annie Paxton (1906) (II. Mod. Lang. Hons.).
 Hollings, Evangeline (1910).
 Johnstone, Edith (Mrs. J. A. Purves) (1892) (III. Class. Hons.).
 Johnstone, Hilda (1906) (I. Hist. Hons.).
 Johnstone, Mary (Mrs. T. F. Tout) (1898) (I. Hist. Hons.).
 Jollie, Katherine (1908).
 McClymont, Jane (1909) (II. Hist. Hons.).
 Newton, Eva (1907) (II. Eng. Lang. Hons.).
 Norcliffe, Claire (1910) (III. Mod. Lang. Hons.).
 Parish, Jessie Marion (1910) (II. Hist. Hons.).
 Redfearn, Elsie M. (1907) (II. Hist. Hons.).
 Reynolds, Mary (1906) (II. Eng. Lang. and Lit. Hons.).
 Roberts, Eleanor M. (1899).
 Royle, Dora Kathleen (1911) (III. Hist. Hons.).
 Stenhouse, Constance Orah (1911) (III. Eng. Lang. and Lit. Hons.).
 Taplen, Mary Elizabeth (Mrs. G. E. Ashworth) (1906) (II. Class. Hons.).
 Taylor, Emily Howson (1906) (I. Mod. Lang. and Lit. Hons.).*
 Titterington, Emma Elizabeth (1907) (II. Hist. Hons.).
 Trevor, Adelaide (1893) (II. Hist. Hons.).
 Woollam, Winifred Davenport (Mrs. C. Spencer) (1907). (II. Class. Hons.).

Degree of B.A.

- Birch, Sarah (Mrs. W. Hull) (1888).
 Brodmeier, Edith Lily (Mrs. W. Wightman) (1900).
 Callender, Cecil Margaret Romaine (1898) (II. Eng. Lang. and Lit. Hons.).
 Curtis, Margaret (1911) (II. Hist. Hons.).
 Earnshaw, Elizabeth (1908).

* Author of "Poems." Published 1903. Manchester.

- Edwards, Edith Louise (1908).
 Gowan, Alice Margaret (Mrs. F. T. Douglas) (1905).
 (II. Class. Hons.).
 Gowan, Edith Mary (1903).
 Hadfield, Ellen (1904).
 Holme, Dorothy (Mrs. C. O'Neill) (1902) (II. Hist.
 Hons.).
 Jeans, Victorine Elizabeth (deceased) (1889).
 Kay, Annie (1887).
 Lang, Edith (1887).
 Livesey, Hilda (1911) (II. Class. Hons.).
 McDonald, Annie Jane (1895).
 Morris, Isabel Maud (1906).
 Rome, Ethel (Mrs. Hollway) (1887).
 Simon, Grace Elizabeth (Mrs. J. L. Harrison) (1910)
 (I. Hist. Hons.).
 Smith, Florence (1897).
 Stafford, Ethel (1906).
 Taylor, Ruth (Mrs. Harold Evans) (1902) (II. Class.
 Hons.).
 Wheeler, Edith Harriet (1911).

Degree of M.Sc.

- Dean, Gertrude (Mrs. A. Mellor) (1903) (II. Math.
 Hons.).
 Duffy, Kate (1911) (II. Zool. Hons.).
 Esdaile, Philippa Chicheley (1911) (II. Zool. Hons.).*
 Harvey, Eleanor Beatrice (1909) (I. Math. Hons.).
 Latham, Annie (1907) (III. Chem. Hons.).
 Hiles, Isa Lockyer (1900) (II. Zool. Hons.).
 McNicol, Mary (1907) (I. Bot. Hons.).
 Mullock, Amy (1905) (II. Math. Hons.).
 Steele, Frances Mary (Mrs. Walsh) (1908) (II. Bot.
 Hons.).
 Wigglesworth, Grace (1906) (II. Bot. Hons.).

*Research Fellow. Author of "Intensive Study of the Scales of Specimens of *Salmo Salar*." Manchester Lit. and Phil. Soc. 1911.

Degree of B.Sc.

- Benn, Ethel (1909).
 Cliffe, Gladys (1911) (I. Chem. Hons.).
 Cowell, Mary Rhoda (Mrs. A. Robinson) (1898) (III. Math. Hons.).
 Fisher, Helen (Mrs. R. C. K. Ensor) (1897) (III. Math. Hons.).
 Geiler, Gertrud Hermine, M.B. (Mrs. G. Hickling) (1906).
 Greengrass, Mary Ethel (Mrs. H. E. Wood) (1905).^{*}
 Hancock, Mabel Moseley (1911).
 Huxley, Frances Mabel, M.B. (1905).
 Leach, Gertrude Rachel (1909).
 Lowe, Sarah Hannah (1898).
 Pearson, Hilda Hewitson (1909) (II. Bot. Hons.).
 Popplewell, Dorothea (1898).
 Stephens, Mabel Winifred (1907).

Degree of L.L.B.

- Pankhurst, Christabel Harriett (1906).

Degree of M.D.

- Royle, Elsie Marsh (1909).

Degree of M.B. and Ch.B.

- Corbett, Catherine Louisa (1905).
 Geiler, Gertrud Hermine, B.Sc. (Mrs. G. Hickling) (1910).
 Huxley, Frances Mabel, B.Sc. (1908).
 Oberdorfer, Alice (Mrs. W. Stewart Stalker) (1907).

B. GRADUATES OF THE UNIVERSITY OF LONDON.

- Baker, Lucy (Mrs.), B.Sc. (1890).
 Barratt, Edith, B.A. (1898).
 Beard, Edith, B.Sc. (1897).
 Beard, Elizabeth, B.Sc. (1894).
 Byles, Hilda M., M.B., B.S. (Lon. Sch. Med.) (1906).
 Claydon, Olive, M.D. (Lon. Sch. Med.) (1901, 1902, 1905).
 Clement, Agnes G., B.A. (1892).
 Coombs, Agnes F., B.A. (1893).

^{*} Has contributed to the Circulars issued from the Transvaal Observatory, text and photographs.

- Edwards, Elizabeth, M.A. (1902, 1903).
 Frazer, Dorothy, B.A. (1904).
 Guest, Edith M., M.B., B.S. (Lon. Sch. Med.) (1908).
 Higgs, Mary K., M.A. (1901, 1905).
 Knowles, Beatrice, M.B., B.S. (1897), M.D. (1900).
 McDougall, Eleanor, M.A. (1896, 1897).
 Reynolds, Emily, B.A. (1901).
 Tafel, Annie A. G. (Mrs.), B.A. (1892).
 Tait, Jenny, B.A. (1904).
 Wainwright, Edith, B.A. (1904).
 Wigglesworth, Winifred, M.B. (1902).
 Wilson, Mary, B.A. (1899).

C. OLD GIRLS WHOSE NAMES APPEAR IN THE LISTS OF
 NEWNHAM COLLEGE.

Mathematical Tripos.

- Wigglesworth, Bertha, Class III (1891).
 Windsor, Mary Elizabeth, Class II (1891).
 Headridge, Jessie, Class II (1894).
 Bullock, Effie Jane, Class II (1895).
 Varley, Annie Elizabeth, Class II (1896).
 Lees, Jane, Class III (1897).
 Barnes, Mary Cunliffe, Class III (1900).
 Wahltuch, Maud Evelyn, Class III (1901).
 Collier, Agnes (Mrs. C. D. Pochin), Class III (1903).
 Hewitt, Mary, Class I (1904).
 Mutch, Jane, Class III (1906).
 Stott, Nellie Maud, Ord. (1909).

Classical Tripos.

- Sharpley, Edith Margaret, Class II (1882).
 Wigglesworth, Edith, Class III (1894).
 Edwards, Elizabeth (Mrs. Mason), Class II (1903).
 Lamb, Dorothy, Class III, Part I (1909). Class I,
 Part II (1910), distinguished in Archæology.
 Hothersall, Katharine Dora, Class II (1910).

Natural Sciences Tripos.

- Coignou, Caroline, Class III (1890).
 Headridge, Amy Ellen, Class II (1898).

Taylor, Constance Emily (Mrs. C. Oppenheimer), Class I (1900).

Mutch, Jane, Class II (1908).

Wright, Eva, Class II (1911).

Historical Tripos.

Vernon, Maud Venables, Class III (1891).

Boullen, Elizabeth Efford (Mrs. F. J. Coutts), Class II (1896).

Morris, Lucy (Mrs. Storr-Best), Class II (1896).

Jackson, Mary, Class III (1898).

Lamb, Helen Elizabeth, Class II, Part I (1899). Class II, Part II (1901).

Thirlwall, Beatrice Katharine, Class II (1899).

Collier, Elsie, Class II, Part I (1905). Class II, Part II (1906).

Mediæval and Modern Languages.

Bullock, Effie Jane, Class I (1896).

Nuttall, Annie Rose, Class I (1899).

Smith, Edith Margaret (Mrs. F. Hansford), Class I (1901).

Geiler, Lucy Elise (Mrs. O. Winter), *Ægrotat* (1904). Class I (1905).

Hewitt, Edith, Class I (1907).

Huxley, Agnes Muriel, Class II (1908).

OLD GIRLS AT NEWNHAM COLLEGE WHO HAVE PASSED
NO TRIPOS.

Duncan, Margaret (Mrs. Robert Adamson) (1877).

Welch, Amy (1879—1881).

Knowles, Beatrice (1891).

D. CERTIFICATED STUDENTS OF GIRTON COLLEGE.

Mathematical Tripos.

Holme, Beatrice Alice, Part I, Class II (1887).

Lea, Margaret, Part I, Class I (1890).

Harvey, Eleanor Beatrice, Part I, Class I (1909). Part II, Class I (1911).

Classical Tripos.

Beggs, Jane White, Part I, Class III (1883).

Taylor, Margaret Elizabeth Jane, Part I, Class I (1892).

Part II (Scholarship. Philosophy), Class I (1893).

Taylor, Mildred Bevington, Part I, Class II (1903).

Natural Sciences Tripos.

Taylor, Agnes Priscilla, Part I, Class II (1904).

Modern Languages Tripos.

Tafel, Annie Angelina Gertrude (Mrs. P. H. Klemm),
Class I (1895).

Morrison, Carrie, Class I (1910).

E. SOME OLD GIRLS WHOSE NAMES APPEAR IN THE
CLASS LISTS OF THE UNIVERSITY OF OXFORD.

In Literis Humanioribus.

M. Spencer, Class II (1904).

D. Lodge, Class III (1907).

L. Baynes, Class II (1911).

In Historia Moderna.

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M. B. Byrom, Class II (1909).

In sacra Theologia.

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E. J. Harvey, Class II (1905).

D. Lodge, Class III (1905).

E. M. Edmonds, Class IV (1909).

L. D. Baynes, Class II (1909).

NOTE.—Any corrections or additions to these lists will
be gladly received by the author.

APPENDIX VI.

GAMES.

Tennis. Tennis was the first game played in this School, on the asphalt courts at the back of the Oxford Road houses. The first school tennis club was formed by Miss Harriet Day. We have now two asphalt tennis courts in the playground, and use the grass courts at Birch Park and Platt Fields in the summer.

The Lancashire Girls' Schools Lawn Tennis League was founded in November 1894 by representatives of thirteen Lancashire schools, and the first meeting was held at the M.H.S.G., at which the rules for the League were drawn up, and Miss Steedman, Science Mistress (late Head Mistress of Bloemfontein High School) was elected first President.

The first Tournament was played in July 1895 on Sir Edward Donner's ground at Fallowfield, and the shield was won by the M.H.S.G.

By 1899 sixteen schools had joined, and in this year Manchester was for the second time victorious, and also won the shield in 1900 and again in 1901. After these three successive victories we became the possessors of the shield, which is now a permanent ornament of the Hall. We have won the new shield in 1907, and again in 1911.

At the annual meeting in March 1908, after much discussion, it was decided, on the motion of the Liverpool schools, that the League should be divided into two sections—one centring round Manchester and one round Liverpool. Nine schools now belong to the Manchester League.

Hockey. Hockey was introduced by Miss Steedman and Miss Harrison; at first this was played in the playground on asphalt, and later a grass field was hired. This year

(1911) we play twice a week on the Manchester Athletic Ground, Fallowfield, and have several matches with neighbouring schools and a few with ladies' clubs. On November 9th, the First Team defeated the University Ladies' "A" Team.

Fives. There are two good fives courts in the playground, which were given by an anonymous donor. These are much used all the year round. A fives' vase is yearly competed for among the forms.

Basket Ball. During the last five years Basket Ball has become more and more popular, and this year there are 26 forms which have teams. One reason of this popularity is that the game can be played in the school playground, on which we have two full-sized courts and two practice pitches. In the Lent Term both a Senior and Junior Tournament are played, for each of which silver cups are given.

In 1909 some of the Northern Schools started a Junior Basket Ball League for teams under 14 years old, and a trophy—the Winged Victory—was given by Miss Herford and Miss Sharpe to be played for each year. Manchester held this in 1909 and 1910, and this year (1911) Bolton High School are the winners.

A Senior League was formed in 1910. Manchester High School won the Challenge Shield in 1910 and in 1911, which is at present suspended on the Middle Corridor next to the Tennis Shield.

Cricket. In the Summer Term Cricket is played twice a week on a hired field in Rusholme. A few cricket matches are arranged with other schools.

The Thring Memorial Cup and Medal have been awarded as follows :—

Mary McNicol (1902).

Sarah Stenhouse (1903).

Bertha Stenhouse (1904).

Elsie Simon (1905, 1906).
Constance Stenhouse (1907).
Phyllis Spafford (1908).
Irene Brierley (1909).
Nesta Perry (1910, 1911).

In a town school with merely an asphalt playground, there are many difficulties which prevent the majority of girls from sharing in games other than Basket Ball and Fives. Until we possess a grass field situated not too far from the School, it is not possible for more girls to play hockey in the winter, and tennis and cricket in the summer, and thus to share the advantages of games on grass.

EDITH WILLIS,

Mistress responsible for Games.

The Dixon Cup for Gymnastics (Senior) has been held by :

Constance Moakes (1902).
Evelyn Cooper (1903).
Dorothy Dearden (1904).
Bessie Earnshaw (1905).
Annie Hallam (1906).
Doris Welch (1907, 1908).
Lilian Blackstock (1909).
Nancy Powicke (1910).
Molly Fulton (1911).

The Parry Cup (Junior) by :

Elsie Eaton (1904).
Dorothy Hale (1905, 1906).
Dorothy Barrow (1907).
Ailsa Cowper (1908).
Olive Gimson (1909).
Felicia Chapman (1910).
Una Webb (1911).

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"The work is an excellent introduction to the study of early Welsh. We can strongly recommend it to Welsh students; it is undoubtedly a work which no student of Celtic literature can afford to be without."

—*North Wales Guardian*.

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—*Scotsman*.

"Obviously we have here an invaluable guide to the early history of the language. The book is carefully indexed, and will be found invaluable as a work of reference."—*Irish Times*.

"It is one of the most important contributions to old Irish studies issued in recent years. The author had the enormous advantage of knowing modern Irish from childhood, and his investigations of the language of the annals are evidence of the advantage."

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CLASSICAL SERIES.

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